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ABSTRACT

This report summarizes the proceedings of the Thirteenth Regional Consultation Meeting on the Asia and Pacific Programme of Educational Innovation for Development (APEID). The meeting's objectives were to: (1) make an overall review of APEID's work during the 5-year period 1987-91; (2) to discuss major educational innovations that have implications for promoting universal primary education, secondary education, and science and technology education, and to prepare assessment criteria; and (3) review the institutional framework and modalities of action of APEID. Part 1 presents the introduction and lists the meeting's format and participants. Part 2 provides an overview of APEID program and activities in the fourth cycle (1987-91). Part 3 offers observations on the United Nations Development Programme (UNDP) consultants' report on "Regional Programme on Basic Education for the Fifth Cycle." The report was relevant to the meeting because it presented a basic-education programme for the region as a whole. Part 4 describes major innovative projects in As a and the Pacific, and offers guidelines for their assessment and wider application. Projects from the following countries are described: Australia, Bangladesh, Bhutan, China, Fiji, India, Indonesia, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Mongolia, Myanmar, Nepal, New Zealand, Papua New Guinea, Philippines, Republic of Korea, Samoa, Socialist Republic of Viet Nam, Sri Lanka, Thailand, Tonga, and Turkey. The final part examines ways to strengthen the institutional framework and modalities of APEID. Appendices contain the meeting agenda, a list of participants and addresses, and a list of major innovative projects in the region. (LMI)

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Thirteenth Regional Consultation Meeting on the Asia and Pacific Programme of Educational Innovation for Development

Jomtien, Thailand, 22 - 26 June 1992

ED 373 389

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OF EDUCATIONAL INNOVATION FOR DEVELOPMENT

THIRTEENTH REGIONAL CONSULTATION MEETING ON THE ASIA AND PACIFIC PROGRAMME OF EDUCATIONAL INNOVATION FOR DEVELOPMENT

Jomtien, Thailand, 22 - 26 June 1992

FINAL REPORT

UNESCO PRINCIPAL REGIONAL OFFICE FOR ASIA AND THE PACIFIC
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INTRODUCTION

Part One

INTRODUCTION

Background

The UNESCO Principal Regional Office for Asia and the Pacific (PROAP) convenes every two years a Regional Consultation Meeting on the Asia and Pacific Programme of Educational Innovation for Development (APEID) in order to review past performances and plan new directions for its programmes and activities. The present meeting is the thirteenth in the series. It took place from 22 to 26 June 1992 at Jomtien, Pattaya City, Thailand.

The Thirteenth Regional Consultation Meeting (RCM) was particularly significant in that it ushered the fifth programming cycle of APEID, which covers a five-year period from 1992 to 1996. In this context, it was appropriate to conduct a full evaluation and assessment of the total five-year programme, sharpen the focus of innovative strategies and approaches to solve educational problems, and re-examine the various components of the institutional framework and modalities of action of APEID for the future.

The objectives of the RCM were:

a) To make an overall review of APEID's work during the five-year period, 1987-1991;

b) To discuss major educational innovations which have implications on promoting universal primary education, secondary education, and science and technology education, which are the three major programme areas of APEID in its fifth cycle (1992-1996), and to co-operatively prepare criteria for assessment of innovative programmes for wider application;

c) To review the institutional framework and modalities of action of APEID.

The agenda of the meeting is at Annex I.

Participation

Invitations were addressed to the chairpersons or senior members of the National Development Groups (NDGs) of all the 29 Member States participating in APEID. The Meeting was attended by 41 participants, resource persons and observers from Australia, Bangladesh, Bhutan, China, Democratic People's Republic of Korea, Fiji, India, Indonesia, Japan, Lao

People's Democratic Republic, Malaysia, Maldives, Mongolia, Myanmar, Nepal, New Zealand, Papua New Guinea, Philippines, Republic of Korea, Russian Federation, Samoa, Socialist Republic of Viet Nam, Sri Lanka, Thailand, Tonga, Turkey, Asia-Pacific Institute for Broadcasting Development, and the United Nations Development Programme (UNDP).

A week prior to the RCM, Dr. Leonardo de la Cruz (Philippines), former head of ACEID, assisted the Secretariat in refining various discussion papers to be presented to the Meeting. During the Meeting itself, two resource persons assisted the Secretariat, Dr. T.N. Dhar (India) and Mr. D.A. Perera (Sri Lanka).

The list of participants is at Annex II.

Inauguration

Mr. Hedayat Ahmed, Director, UNESCO PROAP, welcomed the participants, and informed the Meeting that His Excellency the Minister of Education of Thailand, Dr. Kaw Swasdi-Panich, regretted not being able to personally inaugurate the Meeting, due to the pressing duties of the State. Instead the participant from Thailand, Dr. Kowit Pravalpruk, would deliver an inaugural address on his behalf.

The present consultation process, he said, underlined full involvement and participation of the participating Member States, which is the fundamental principle of operation of APEID. He then explained briefly the objectives and expected outcomes of each item of the agenda. He thanked all the Member States for their continued co-operation and support to APEID, and also to those Member States which have contributed financially to APEID.

Dr. Kowit Pravalpruk, Deputy Director-General, Department of Curriculum and Instruction Development, Ministry of Education, Thailand, was invited to deliver the inaugural address on behalf of His Excellency the Minister of Education of Thailand. He stated that Thailand is highly appreciative of APEID's approaches to learning, particularly in placing emphasis on the process-oriented approach, and on quality rather than merely on quantity. Universal basic education, he said, must stimulate among learners attitudes to acquire knowledge so that life itself becomes a process of continuing education. He urged that APEID should continue its efforts in this direction, and give particular attention to providing education for girls, the disadvantaged and disabled, so that these groups will play a full part in society and national development. He stressed the necessity of education providing tools for survival in the future world, particularly in the area of science and technology education. He extended the thanks of the Thai

Government and the Ministry of Education to UNDP, UNESCO and the Japanese Funds-in-Trust for the encouragement and financial support that they had given to APEID.

The full texts of the two addresses are at Annex III.

Representing Mr. Colin N. Power, the Assistant Director-General for Education, UNESCO, Paris, Mr. Andri Isaksson, Principal Director, Division for the Renovation of Educational Content and Methods, Education Sector, indicated that UNESCO continues to appreciate the Asia and Pacific Member States' initiative in setting up the networking mechanism for regional co-operation in education, APEID, which was an excellent model for other regional innovation networks. Innovations would continue to receive much attention in UNESCO's programmes, including the added emphasis on education for the twenty-first century, science and environmental education, and technical and vocational education.

Officers of the Meeting

The Meeting unanimously elected Prof. E. Formilleza (Philippines) as Chairperson, Dr. Kowit Pravalpruk (Thailand) and Prof. Akihiro Chiba (Japan) as Vice-Chairpersons, Ms. Edna Tait (New Zealand) as Rapporteur-General, Dr. K.N. Shrestha (Nepal) and Ms. Hajah Fatimah bte. Mohamed (Malaysia) as Rapporteurs. The Secretary of the Meeting was Mr. P.K. Kasaju, Acting Head of ACEID, UNESCO PROAP.

Changes in the Agenda and Schedule of Work

In presenting the Agenda and Schedule of Work, Mr. P.K. Kasaju, Secretary of the Meeting, informed the Meeting that, UNDP had indicated that there would be no Terminal Tripartite Review, since the UNDP offices and the Governments of the Member States did not have sufficient time to send comments on the two draft Terminal Reports of the two UNDP-assisted inter-country projects RAS/86/170 and RAS/86/051 prepared by PROAP/ACEID. However, UNDP had agreed that the two draft terminal reports could be used for an overall review of APEID in 1987-1991.

Another recent development was that PROAP had received, prior to the start of the Meeting, a report of a Programme Preparatory Mission, commissioned by UNDP's Regional Bureau for Asia-Pacific, entitled "Regional Programme on Basic Education for the Fifth Cycle". Since this mission report touched heavily on APEID , UNESCO PROAP considered it appropriate to bring it to the attention of the APEID Regional Consultation Meeting. This was agreed upon by Mr. S.K. Zacharia, Chief, DPR/RBAP, UNDP, New York, who happened to be on a mission in Bangkok recently.

Consequently, the original Schedule of Work was modified in order to provide some time for the discussion on the UNDP Consultants' Mission Report.

Mr. Hedayat Ahmed, Director, UNESCO PROAP, added that the Thirteenth RCM was significant since APEID was entering its fifth programming cycle, and it took place at a time when financing arrangements were taking a new shape. An evaluation of past performances would assist in deciding what should be priority areas in the future. The UNDP had called for UNESCO's comments on the report of its consultants. It had also circulated the report to same Member States. It can therefore be assumed that UNDP would give weightage to the observations and comments of the Member States and other agencies concerned with basic education. UNESCO PROAP had already sent to UNESCO Headquarters its comments on the UNDP Consultants' report, expressing disagreement with the mechanism of implementation as proposed in the report, and stating that similar mechanisms already exist in APEID and APPEAL. Hence, it would be more appropriate to strengthen and streamline the existing regional and national mechanisms rather than create new ones.

Working Methods of the Meeting

The Meeting held eight plenary sessions.

During one of the sessions, the Meeting constituted a Committee of six participants to prepare a draft statement of the RCM on the UNDP Consultants' Mission Report. The members of the Committee were:

a) Mr. G. Spring (Australia)

b) Mr. A. Naidu (Fiji)

c) Mr. R.K. Sinha (India)

d) Mr. A. Chiba [Japan]

e) Ms. Hajah Fatimah bte. Mohamed (Malaysia)

f) Mr. K.N. Shrestha (Nepal)

The draft statement was considered at several sessions, and this report contains the statement adopted unanimously.

The draft final report of the Meeting was considered in the final plenary session, and was adopted with modifications which have been incorporated in this final report.

Presentation and Appreciation of Voluntary Contribution

The participant from the People's Republic of China made a presentation of a cheque to the Director, UNESCO PROAP, during the

Meeting as a voluntary contribution from his country to APEID. The Meeting expressed its grateful thanks to the People's Republic of China for the contribution. The Meeting also expressed its thanks to the Republic of Korea for the significant voluntary contributions made by it so far and for its expression of continuing such support in the future. The Director, UNESCO PROAP, expressed his thanks to all the countries which made voluntary contributions to APEID, in particular to Japan which continues to make significant contributions each year.

AN OVERVIEW OF APEID PROGRAMMES AND ACTIVITIES IN THE FOURTH CYCLE, 1987-1991

Part Two

AN OVERVIEW OF APEID PROGRAMMES AND ACTIVITIES IN THE FOURTH CYCLE, 1987-1991

Introduction

The Asia and Pacific Programme of Educational Innovation for Development (APEID) has completed almost two decades of existence. Its creation was approved by the General Conference of UNESCO, at its 17th Session (Paris, 1972). The Director-General was authorized to create an Asian Centre of Educational Innovation for Development (ACEID). ACEID functions as the secretariat of APEID, and is an integral part of the UNESCO Principal Regional Office for Education for Asia and the Pacific (PROAP).

When APEID became fully operational in 1974, there were only 16 participating Member States, with 13 Associated Centres. Today, there are 29 APEID Member States, with 199 Associated Centres.

The principal aim of APEID is to strengthen the Member States' capabilities and self-reliance, at the national, sub-national and grassroots levels, for the creation and use of educational innovations to solve educational problems for the realization of national development goals. The main objectives of APEID are as follows:

- Promote awareness of the need for innovation;
- Identify/stimulate innovative activities and co-operative actions;
- Assist Member States in strengthening national innovative projects;
- Promote inter-country transfer of experiences and technical co-operation.

The relationship between APEID Member States is one of reciprocity, mutual learning and self-reliance. The main methods of operation take the form of:

- Co-operative programme development;
- Inter-country exchange of experiences and expertise;
- Personnel development and training; and
- Information flow.

APEID goes through a programming cycle of five years' duration. The programmes are agreed upon in the Regional Consultation Meeting (RCM) consisting of participants from the Member States, representatives of international organizations and experts. The work plan, specifying programme objectives, the activities to be initiated, modalities of action, etc., is prepared by the Programme Development Meeting. Since the time APEID became fully operational, it has gone through four cycles. The present review is in respect of the activities included for implementation during the fourth cycle (1987-1991).

Review of the Fourth Cycle

The programme clusters for the fourth cycle suggested by the Tenth RCM on APEID were as follows:

A. Education for All:
   - Universalization of Primary Education
   - Continuing Education

B. Making Education Relevant to Societal Requirements:
   - Education and Work
   - Restructuring Secondary Education
   - Science and Technology Education

C. Supportive Activities and Infrastructures Common to All Educational Levels and Systems:
   - Educational and Communication Technology
   - Professional Training including Professional Support Services and Distance Education.

The following sections discuss briefly the achievements in respect of the programmes included in the APEID's fourth cycle. The review of achievements has been based on:

a) the information available in the ACEID;

b) the responses obtained from the Member States to a questionnaire sent to them in October 1991;

c) the reports of the visits to selected countries by the consultants contracted by the PROAP;

d) the presentations made by the participants in the Thirteenth Regional Consultation Meeting.

The review in this section is organized on the basis of the programme clusters. A general comment made by the participants was that APEID should give more emphasis to environmental education in both primary and secondary education. Another comment was that more emphasis should be placed on policy research in addition to pedagogical work.

ACEID REVIEW

Universalization of Primary Education (UPE)

The three main problems in UPE relate to (i) access, (ii) completion, and (iii) quality. Wider access of girls and the disadvantaged population groups continue to be a priority concern in many countries. Minimizing school drop-outs is also a concern, particularly at the primary school level where a large proportion of children leave the system without attaining permanent literacy and numeracy skills. While for some countries, the provision of facilities and enhancing participation of children have been priority tasks, for others, especially those which have overcome the problem of access, qualitative improvement of primary education and its relevance to societal tasks continue to be nagging issues.

During the fourth cycle APEID had three main activities under UPE, namely, (i) provision of access for all girls; (ii) provision of primary education for children of disadvantaged population groups; and (iii) innovations for progressively raising the quality of primary education for all children, reflected in higher achievements, elimination of early dropping out, and higher efficiency.

Access for girls. Many regional, sub-regional and national activities were organized during 1987-1991 which addressed the problem of widening access of girls in primary schools. The major activities consisted of regional/sub-regional workshops, attachments and internships, national workshops, mobile training teams, preparation of methodological guides, etc. APEID also commissioned country studies on universal primary education for girls. These activities have enabled Member States in the region to profit from each other's experience in regard to the steps needed for enhancing access to primary education to more and more girls. The country studies have created a general understanding and appreciation of the causes of non-enrolment of girls in primary schools. They have co-operatively developed strategies for coping with the problem.

Access for the disadvantaged. APEID launched a region-wide study on the educationally disadvantaged population groups. The study inter alia documented the magnitude of educationally disadvantaged population

groups; the causes for educational disadvantage, and the Member States' on-going educational programmes for responding to the specific needs of these groups.

Qualitative improvement. Recognizing that in many countries, quantitative expansion of primary education has often been at the expense of quality primary education, APEID organized many regional, sub-regional and national activities aimed at the qualitative improvement of primary education. Among the more important ones is the Joint Innovative Project (JIP) on Raising Achievement Level of Children in Primary Education. It represents the most systematic innovation for progressively raising the quality of primary education for children as reflected in higher achievements. The countries involved in the project were China, India, Indonesia, Malaysia, Nepal, Philippines, Sri Lanka, and Thailand.

In these countries, evaluative research has already shown a significant increase in learning achievements of pupils in schools involved in the JIP. Participation rates have increased and drop out and repetition rates decreased considerably. In view of this, many other schools have adopted the materials and strategies of the JIP. The experience of China has been particularly encouraging and the project has been extended to many more schools than earlier provided for.

The regional, sub-regional and national activities on multi-level, multi-grade teaching, the training of teachers and head teachers of primary schools in remote areas, preparation of school-based materials, and parental education and enhancement of community participation also contributed to the qualitative improvement of primary education.

In 1987, APEID brought out an important publication, i.e. "Coping with Drop-out: a Handbook". This was a widely requested publication, as it helped many teachers not only in understanding the root causes of drop-outs but also in coping up/preventing children from dropping out. The handbook has reportedly helped in improving the efficiency of primary schools in many countries in the region.

Continuing Education (CED)

During the fourth cycle, APEID's objective was to (i) provide learning opportunities for young people who prematurely dropped out of school; and (ii) provide learning experiences at work place for young people out of school and facilitate their movement from work place into educational place and vice versa.

In 1988, APEID organized an important Technical Working Group Meeting on Continuing Education for Early Primary School Leavers in Chiang Mai in which eight Member States took part. The Meeting

developed four operational models for providing learning opportunities for young people who prematurely dropped out of school. These models are institution-based, society-based and person-based. Another outcome was a set of guidelines for the preparation of instructional materials for early school leavers. These were followed by national research-based activities, in which instructional materials for early school leavers were developed for use in Bangladesh, China, India, Indonesia, Nepal, Pakistan, Philippines and Thailand.

A significant step towards the realization of the second objective was the launching of a Joint Innovative Project on Education for Promoting the Enterprise Competencies of Children and Youth. This followed the Planning Meeting on Developing Entrepreneurship Competencies held in Bangkok in 1989. The ultimate aim of the JIP is to contribute to the making of young people productive and useful, and promote their creativity innovative, self-reliance and risk-taking qualities. Besides completing formal and/or non-formal education, disadvantaged children and youth are also encouraged to develop enterprise competencies which will equip them with the necessary "tools" to earn their living independently when they leave school. Seven countries were initially involved in the Project, namely, China, India, Indonesia, Papua New Guinea, Philippines, Sri Lanka and Thailand in 1989. In 1991, Australia, Japan and Malaysia joined. Support was provided to seven countries to organize planning meetings on the theme with particular emphasis on promotion of entrepreneurship competencies among the disadvantaged youth. One of the important innovations in this area is that being implemented in Thailand and designated as "backyard/school yard gardening" and the "mini-companies" project. In the former, school leavers were involved in the gardening project which uses mosquito nets instead of insecticides. Since vegetables grown were in great demand, the youth earned money, with which they were able to re-enter the formal school system. In the case of mini-companies, students learned income generating skills in school, and they not only earn while they learn, but do possess livelihood skills when they leave school.

Education and Work (EDW)

The main objective was the promotion of educational reforms and methods and structures which incorporate work skills and work experiences in general education in order to equip the youth with skills required inthe world of work.

The activities in the area focused on introducing work as an integral component of general education, including vocationalization of general education aimed at harmonious and holistic personality development of the learners. It was felt that pupils exposed to scholastic subjects for intellectual development, who have opportunities for manual work develop basic skills

for production and a proper attitude towards manual work, and, therefore, develop a more balanced personality. The expansion and development of various vocational and technical education programmes to inculcate employable skills among school leavers were attempted. Among the activities which generated momentum towards realizing the above-cited immediate objectives was the JIP for the Integration of Education and Work, in which ten Member States participated. Likewise, ten countries were involved in the vocationalization of general education. As in the case of other countries, regional, sub-regional and national workshops were organized, attachments/internships arranged and mobile training teams sponsored.

Restructuring Secondary Education (RSE)

In many countries in the region, secondary education has remained a weak link in the education system. In many cases, it has failed to prepare the young adequately either for further education or for the world outside school. A major deficiency has been its failure to provide skills needed in the world of work.

APEID's objectives during the fourth cycle were to promote in Member States initiatives to restructuring secondary education, to enhance its quality, integrate vocational skills in general education, and revitalize technical and vocational education to respond to the needs of modernizing economies and emerging technologies.

To have a research base for the reorientation and/or restructuring, APEID supported national studies and workshops, especially in regard to balance and relevance of general education in 1987. In 1988, 20 Member States took part in the Regional Study Group Meeting on Reorientation and Reform of Secondary Education. One of the main concerns of the participants of the meeting was how to enhance the quality of secondary education. Among the countries involved in the JIP which reported significant improvement of the quality of learning of secondary school students in schools were China, Iran, Nepal, Pakistan, Philippines and Viet Nam.

Interested Member States were also supported in launching reorientation and reform of secondary education. The achievements were reported to the Regional Meeting to Assess the State-of-the-Art of Secondary Education, which was organized from 19 to 26 August 1991 in Surat Thani, Thailand.

Education and Communication Technology (EDT)

APEID's objective in regard to this programme cluster was to promote the development and application of communication technologies in education, at different levels of development ranging from multi-media materials to distance education and computer application.

Most of the regional, sub-regional and national activities organized to realize the above-cited objective were focused on computer education. This was so because of the demand arising from the increasing use of computers in the region. Other educational technologies were of course not neglected. One of the Japanese Funds-in-Trust (FIT) supported project every year is on educational technology. Likewise, one APEID Associated Centre, i.e. the Japanese Educational Technology Council, organizes every year a Regional Seminar on Educational Technology. UNDP funding support, therefore, could be utilized more for computer education.

Training of Educational Personnel including Professional Support Services and Distance Education (TEP)

APEID's objective in regard to this programme cluster was the promotion of innovative methods and techniques for training and re-training of educational personnel.

To realize the objective, country studies on the state-of-the-art of teacher education were commissioned in 19 APEID Member States. Information was sought on developments and reforms in various aspects of teacher education. A Regional Study Group Meeting was then convened to analyse the data. A two-volume publication entitled Innovations and Initiatives in Teacher Education was the main output of the country studies and the Study Group Meeting. This publication is regarded as a landmark in teacher education. The last time a study of that magnitude was undertaken was in the early 1970s.

In 1988 another Regional Meeting on Teacher Education was organized,the main objectives of which were: (i) helping teachers to reach out and help meet the needs of educationally disadvantaged population groups; and (ii) developing alternative plans for effective methods of networking of teacher education institutions and foster regional co-operation in teacher education.

Likewise in 1988, a Regional Workshop was organized on Teacher Education in Distance Education: Strategic Development Tasks to Meet the Needs of Girls and Disadvantaged Population Groups and Those in Remote Areas. Mainly as an outcome of the regional workshop, many countries realized the importance of distance education in upgrading the qualifications of teachers and in sustaining teachers' professional growth, particularly those

teachers teaching in remote areas many of whom are not qualified/trained. Through teacher education via distance education, it is possible to upgrade the knowledge base of teachers and sustain their professional growth.

In 1990, APEID organized a Regional Study Group Meeting on Teacher Education which, inter alia, produced a publication entitled "Towards Developing New Teacher Competencies in Response to Mega-Trends in Curricular Reforms".

Science and Technology Education (STE)

The upgrading of science, technology and mathematics teaching is crucial to improving school education. *Ideas, concepts, designs, strategies* and *thinking processes* supportive of such upgrading have been generated collectively by the Member States in the 28 regional activities and 36 national activities, the mobile teams and attachment programmes organized from 1987 to 1991. The activities placed emphasis on the national follow-up as a multiplier strategy of regional activities.

The activities in science and technology education, including Science for All, have effectively developed innovations in raising the quality of science and technology education. These were indicated when Member States started to implement reforms through curriculum renewal with regard to methods, materials and evaluation; developing the competencies of science teachers and teacher-educators; providing learning opportunities for young people in the school system; providing learning experiences at the work place for out-of-school young people and the educated adults including girls and women; promoting educational forms, methods and structures which incorporate applications of science and technology to development; encouraging the reorientation of school education in science and technology in order to enhance its quality and make it more responsive to the needs of modernizing economies and emerging new technologies; promoting innovative methods and techniques for the training and retraining of science and technology education personnel, particularly through co-operative network arrangements (both at regional and national levels) for mutual support and sharing of experiences; and also on the development and application of communication technologies in education.

Among the major emphases of regional/national workshops were the preparation of learning materials for school and out-of-school situations and development of curricular materials focusing on real-life needs and competencies.

Mobile Training Teams

Mobile training teams have assisted Member States to train their personnel in critical skills. The Government of Japan, through a Japanese Funds-in-Trust arrangement with UNESCO, has been supporting the organization of six mobile training team operations per year in (i) Educational Technology; (ii) Curriculum Development; (iii) Science and Technology Education; (iv) Technical and Vocational Education; (v) Special Education; and (vi) Universal Primary Education.

The main aim of a Mobile Team operation is to stimulate the efforts of the Member States to enhance their capacity to innovate in various areas of education. Each Mobile Team has three main components, (i) a group of three to four professionals from the country which is the recipient of a Mobile Team undertakes study visits to two or three countries in the region; (ii) a follow-up national workshop is organized with technical and financial support provided; and (iii) equipment related to the main thrust of the Mobile Team is provided to the recipient country.

During the fourth cycle 1987-91, 30 mobile teams were provided to APEID member countries. The main themes covered were:

Theme	Number
Universal Primary Education	6
Special Education	4
Education and the World of Work	4
Restructuring of Secondary Education	5
Education and Communication Technology	5
Improvement of Science and Technology	5
Training of Educational Personnel	1

Regional/sub-regional activities during the fourth cycle emphasized training of personnel in the Member States, through promoting the enhancement of national capabilities. The break-down by activity areas is indicated below:

	No. of activities
Regional/sub-regional seminars	25
Planning group/experts group/technical working group/study group meetings	26
Regional/sub-regional training workshops	37 } 67, or 56%
Mobile training	30 }
Study visit	1
Total	119

The ensuring national activities have also laid greater stress on the training of personnel. The break-down indicates that, of the 92 activities organized during 1987-1991, 56 or 61 per cent were training workshops and 33 or 36 per cent national workshops organized to consider various dimensions of significant problems, e.g., promotion of girls' education, multigrade teaching, continuing education, integration, balance and relevance of secondary education, reforms in teacher education.

Funding

During the fourth cycle of APEID, the sources of funds were the UNESCO Regular Programme (RP), United Nations Development Programme (UNDP), Japanese Funds-in-Trust (JPN-FIT), and Member States' Voluntary Contributions (VC). The yearly expenditure is shown in Table belows.

APEID's Sources of Funding, 1987-1991

	1987 US$	%	1988 US$	%	1989 US$	%	1990 US$	%	1991 US$	%
RP	348,750	33.1	320,600	26.0	331,000	22.7	324,896	24.4	163,000	17.0
UNDP	386,200	36.7	713,890	57.8	771,876	48.8	618,157	46.4	349,200	36.5
JPN-FIT	115,000	10.9	85,500	6.9	296,250	20.3	239,300	18.0	330,650	34.6
VC[1]	203,200	19.3	114,700	9.3	120,000	8.2	149,300	11.2	114,000	11.9
Total	1,053.150	100.0	1,234,690	100.0	1,459,126	100.0	1,331,653	100.0	956,850	100.0

1. Since the inception of APEID in 1973, the Member States which have made voluntary contributions to APEID are: Australia, China, India, Iran, Japan, New Zealand, Republic of Korea, Thailand.

Over the years in the fourth cycle the contribution from Japan has increased substantially constituting in 1991 more than one-third of the funds available for APEID activities. There has been a sharp decline in the funds from UNESCO's Regular Programme (RP) budget both in absolute terms as well as in terms of the proportion to total resources.

The total allotment from these voluntary contributions (VC) for the five years of the fourth cycle was US$ 719,200. The funds have been used to supplement the budget for crucial activities funded by UNESCO's Regular Programme and UNDP. It has also been used for the Senior Visitorship Programme, under which very high level officials, including Ministers of Education, are afforded an opportunity to make study visits to APEID related programmes in the region of Asia and the Pacific. Furthermore, voluntary contributions are used for innovative activities not otherwise envisioned in the RP, UNDP and JPN-FIT. An example of this is the Regional Symposium on Qualities Required of Education Today to Meet the Foreseeable Demands of the Twenty-First Century, in which nine eminent thinkers in the region held a dialogue with Chairpersons of the NDG of APEID.

OBSERVATIONS OF MEMBER STATES

A questionnaire was sent to Member States soliciting their views, among other things, on the extent to which they found the fourth programming cycle activities effective in realizing the immediate objectives and whether these activities had generated in-country developments. They were also asked to indicate the best outcomes of the APEID activities in which a Member State participated.

In terms of the overall assessment, the ratings on a five point scale, have generally been "good" and "very good" and "effective" and "very effective". The Member States have also generally stated that APEID activities have led to worthwhile developments in the country. The table below summarizes the ratings given by the Member States to the activities in the three programme areas:

Ratings	Number of countries giving rating, by Programme Area						
a) Overall assessment	UPE	CED	EDW	RSE	EDT	TEP	STE
Excellent	-	-	-	-	-	-	1
Very good	5	4	3	3	4	5	3
Good	3	1	3	2	2	3	5
Poor	-	-	-	-	-	-	-

Ratings	Number of countries giving rating, by Programme Area						
	UPE	CED	EDW	RSE	EDT	TEP	STE
b) Effectiveness in realizing immediate objectives							
Very good	1	-	-	-	-	-	-
Effective	5	4	5	5	4	7	5
Little effect	2	1	2	-	2	-	2
No effect	-	-	-	-	-	-	-
c) Effectiveness of programmes as seed money							
Very effective	2	-	-	-	-	-}	
Effective	3	2	3	3	3	4}	n.a.
Little effect	3	2	2	2	3	2}	
No effect	-	1	1	-	-	-}	

Some of the important contributions/outcomes of APEID activities have been indicated as below:

Outcome	Number of countries						
	UPE	CED	EDW	RSE	EDT	TEP	STE
Personal development of participants	7	4	3	5	6	6	6
General multiplier effect	1	1	3	1	2	1	1
Materials production	5	3	2	1	3	3	4
Flow-on effects to national developments	5	2	3	5	3	4	3

In addition to the ratings Member States have given their opinions on the contribution of the activities in generating awareness of educational innovation, "provoking new ideas", providing an opportunity to try out new ideas and practices, developing prototype materials and so on. These opinions generally indicate a high degree of satisfaction with the activities as well as modalities of action.

CONSULTANTS' REPORTS

ACEID contracted the services of three consultants to evaluate the experience of six countries in participating in APEID activities. The countries selected included: Philippines, Indonesia, Papua New Guinea, Thailand, China and the Republic of Korea. The reports of the consultants indicate that in these six countries, the APEID activities have been organized in such a way as to lead to the realization of immediate objectives identified for them. It was also reported that although all the problems have not been solved - for instance, in respect of universal primary education - activities have contributed "towards releasing a self-generative process of development". The APEID activities have generated awareness of the problems facing educational development and the need for designing strategies which are innovative in nature. Some attempts have been initiated to adopt more widely the strategies which have been found to be more promising.

MAJOR LESSONS

Some of the major lessons, revealed by the reviews, and which cut across all the seven programme clusters are briefly discussed below:

Regional-national activities. The general pattern is to organize a regional/sub-regional meeting/seminar/workshop on a problem area which is invariably followed by national workshops. In some countries, this activity is further echoed at the sub-national level, thus ensuring multiplier effect. However, in many countries the activity tends to end with a national follow-up activity. Very often, no matter how innovative the programme/approach generated in addressing a problem area, it is not translated into a nation-wide reform, largely because of the lack of funds to incorporate it in the system and sustain its growth and development. Unfortunately, the financial support provided to countries under APEID is nothing more than seed money. It has, therefore, been suggested that one of the outcomes of national follow-up workshops should be a project proposal for possible submission to the government and/or international funding agencies to obtain funds to implement the innovation nationally.

Development growth points. There is no shortage of educational innovations for development in APEID member countries. Innovations vary in their scope. Some may be capable of being transformed into national educational reforms. Others may have more limited application. The extension and transformation of innovations into possible national reforms calls for a new approach. It has been suggested that at the country level a

successful innovation with the potential for wider application be tried out in a larger area such as a town/district/province. Such a pilot project may be regarded as a development growth point. If in fact the educational innovation proves to be what the country needs to solve a specific problem, then it could be gradually expanded to constitute a nation-wide educational reform.

Participants. Sometimes a few countries nominate participants who have nothing to do with the topic of a regional meeting. If the idea of a development growth point is adopted, only the leaders and/or those directly involved in the activities/project should be invited for the regional or sub-regional meeting. A regional/sub-regional meeting is designed to enable those concerned to share their experiences, and to jointly develop additional strategies and illustrative materials to further enhance the quality, efficiency and effectiveness of their projects.

Centres of Excellence or Resource Centres. In many APEID Member States there are now APEID Associated Centres which can take a leadership role in providing intellectual and physical resources for regional activities. It would be desirable for APEID to avail of the strengths of selected Associated Centres by designating them as Centres of Excellence or Resource Centres, thereby delegating some of the regional and sub-regional activities to competent APEID ACs in the fifth programming cycle.

Programme concentration. Partly in view of the realization that funds for educational innovation for development are getting more scarce, the 12th RCM recommended only three main programme areas for APEID during the fifth programming cycle (1992-1996), namely, (i) universal primary education; (ii) science and technology education (including science for all, mathematics, and information processing at the primary and secondary levels); and (iii) reorientation and qualitative improvement of secondary education (including general and technical/vocational education).

Thematic Sub-regional Grouping. The Asia and Pacific region is of diverse economic, socio-cultural contexts and problems. Sub-regional meetings, which are not necessarily geographic, and which address specific problem areas, can be more focused and productive. Training workshops could be done better at the sub-regional level. However, regional seminars could continue when they involve most of the APEID Member States.

OBSERVATIONS ON UNDP CONSULTANTS' REPORT ON "REGIONAL PROGRAMME ON BASIC EDUCATION FOR THE FIFTH CYCLE"

Part Three

OBSERVATIONS ON UNDP CONSULTANTS' REPORT ON "REGIONAL PROGRAMME ON BASIC EDUCATION FOR THE FIFTH CYCLE"

The Meeting decided that the Report of the Project Preparation Mission commissioned by the UNDP titled "Regional Programme on Basic Education for the Fifth Cycle" was very relevant to its deliberations and should be the subject of a separate discussion. A major reason was that it presented a proposal for a programme in basic education for the region. Basic education is an area within APEID. Also, as the Meeting was concerned with the region as a whole, any educational work in the region was a matter of great concern to it. Another reason was that the Mission Report dealt with APEID itself, and hence some of the views expressed in the Mission Report might prove useful in the overall review of the work of APEID which was one of the main agenda items of the Meeting. The Meeting appreciated the fact that the Mission Report was made available for its consideration.

The Meeting was of the view that the major thrusts of the Mission's recommendations were the use of a multi-disciplinary forum and an implementation mechanism to generate greater participation by the Member States. The discussion indicated that countries were already using a multi-disciplinary approach, and that their participation at a decision-making level in formulating the programmes and activities of APEID was indeed high. The Meeting also noted that the highly decentralized nature of APEID had apparently not been noted by the Mission. It was not the executing agency which was at the centre of activities as assumed by the Mission, but the RCM comprising participants from the Member States. It was the Member States which determined APEID's programmes, and also their participation in activities which they felt were important in the context of their situations. The Meeting also observed that the modalities suggested by the Mission such as workshops, study tours and attachments are already being used by APEID and APPEAL.

The discussion drew attention to the very considerable in-country work, both in terms of quantity and quality, done by the Associated Centres during the last two decades under APEID. Contrary to the general impression created by the Mission Report, the Meeting was of the view that APEID was an effective programme which has generated many innovative responses, developed national capabilities and which has led to a genuine sharing of the technical expertise which had been developed among the countries of the region. The fact that it is the Member States themselves

which design, develop, monitor and evaluate the programmes of APEID appears to have been totally missed by the Mission.

The observations of the Meeting on specific aspects of the Mission Report are given below:

Selection of the panel of consultants

It was regretted that there was not even one educational expert from the Asia and Pacific region in the panel of consultants. The Report itself refers to the "availability of high-level expertise in the region" and the implementation arrangements suggested in the Report rely heavily on the availability of such expertise. The Meeting was of the view that the non-use of the available expertise with the knowledge of regional educational developments has led to a complete absence of any kind of historical analysis of the efforts made over the years by the Member States of the region to establish mechanisms for regional collaboration. They have over the last few decades developed structures for regional collaboration in the field of education which ensure their freedom to chart their own future within a network of their own. The sensitivity of the Member States of the Asia and Pacific region to the need to preserve and further develop regional structures which enable all Member States, big or small, or developed or developing, to participate as equals and make their own decisions as to what they need, would not have been missed had the composition of the panel reflected the region more appropriately.

Selection of countries for field visits

The Meeting expressed its doubts about the adequacy of the sampling of the countries of the Asia and Pacific region and disagreed with the statement in the Report that the countries selected, "represent the entire spectrum of educational problems prevalent in the region".

The Meeting also noted with regret that no country in the Pacific region was selected for a field visit. It is hoped that the exclusion did not arise out of a lack of appreciation of the efforts made by UNESCO - PROAP to develop a truly regional outlook encompassing the entire Asia and the Pacific region.

Other methodological aspects

The Meeting noted with regret that while many conclusions have been drawn, the Mission Report has not given the data base for them. The conclusions have hence only the status of being the opinions of a very limited number of persons with little knowledge of the region and formed after short visits to a few countries. Some examples are as follows:"...it (APEID) seems

to have lost its vitality"; "Many of its (APEID's) current projects make very little use of network resources"; "Regional activities were often viewed as an implementing agency imposing its own agenda upon participating countries". The Meeting disagreed with these opinions, and it noted in particular that the meeting with the staff of UNESCO PROAP was about two hours in all. The Meeting also felt that the Mission would have been better informed about APEID had it met some representatives from the Associated Centres and those involved in the work of APEID at the grassroots level in the Member States.

The Meeting was of the view that education was a continuing process, that we are all continually learning from our past mistakes and building on past experience. The absence of a historical analysis of the educational developments which had led to the creation of the existing structures was seen by the Meeting as a very significant weakness in the consultants' report. Such an analysis would have shown that regional institutes with regional managers somewhat analogous to the type advocated by the Mission were predecessors to the present structures which the Mission, without citing any evidence, judges to be "ineffective" and without "vitality". Such an analysis would also have shown that among other achievements TCDC is a reality in the Asia and Pacific region.

The Meeting also noted as a very significant deficiency that there was no analysis of the strengths and weaknesses of the present structures. This is an essential pre-requisite to any recommendation, before the suggestion of the establishment of a new structure, let alone making some firm proposals. Such an analysis may have indicated other less costly alternatives. The Meeting was also of the view that the past achievements of APEID have not only been minimized, but virtually ignored.

The Meeting also noted with regret that the Mission has paid insufficient attention to the intricacies of establishing patterns of collaborative work between sovereign states as opposed to implementing programmes across countries.

Recommendations

The Meeting regarded Chapters Four and Five of the Report as constituting the recommendations of the Mission. The areas it has identified after the field visits are virtually the same as the areas in which APEID and APPEAL are already working. The Mission's perception of the operational mode of APEID, which it has indicated in Chart 1, is completely in error.

The RCM was firmly of the view that the implementing arrangements described in Chapter 5 would duplicate what exists now and in addition have the following disadvantages:

a) The building of a completely new infrastructure is likely to be very costly, and unless funding is greatly increased, there is every likelihood of decreasing funds being available for programme activities. Also the maintenance of this infrastructure will be costly.

b) The building of a new structure is also time-consuming.

c) It will take time for the new structure to be accepted.

d) Full use is not being made of the UN agency with the mandate to engage in educational activities, while a new structure is expected to acquire such expertise.

e) The suggested programme does not cover the whole of the Asia and Pacific region, and even within the Asian region a group of countries has been selected by the funding agency, and not by the region concerned.

f) The recommendations, if accepted, will lead to overlapping and duplication, which the Report says it wishes to avoid, since APEID and APPEAL will continue to operate in the region, having being established in accordance with the wishes of the Member States by the General Conference of UNESCO.

g) The recommendations would weaken the education sector, and without a strong education sector, there cannot be a multi-sectoral strategy.

h) The proposed arrangements create a situation where Member States may in effect be controlled by a Programme Co-ordinator.

The Meeting appreciated the fact that the Report focuses attention on certain shortcomings such as delay in dissemination of experiences and findings, paucity of visits by the staff to countries, and some overlapping of APEID and APPEAL. The Meeting was of the view that the shortcomings pointed out may be corrected, and are not of such a nature and extent as to demand the creation of alternative structures. It also noted that some of the shortcomings may continue even in the proposed structure.

Considering the importance of building on the past experience of regional collaboration acquired over a period of two decades, and the need to improve the efficiency and effectiveness of the structures, on which Member States have spent considerable resources, the Meeting decided to form a committee to draft a formal response to the Mission Report. The Meeting expressed its thanks to the Committee for its work. The formal response of the Meeting to the Mission Report is as follows:

Reactions to the UNDP Consultants' Report on "Regional Programme on Basic Education for the Fifth Cycle", by the participants of the APEID's Thirteenth Regional Consultation Meeting, Jomtien, Thailand, 22-26 June 1992

STRENGTHENING SUPPORT FOR BASIC EDUCATION FOR ALL IN THE ASIA AND PACIFIC REGION

1. The participants of the Thirteenth Regional Consultation Meeting on APEID express their appreciation for the continued interest of UNDP in basic education for all in this region, which is vital to the realization of this goal. Since 1974 UNDP has been an important partner in this noble task for which all Member States are grateful. It is hoped that the UNDP's support will continue at least up to the year 2000 in accordance with the World Declaration on Education for All and even thereafter where necessary. The assistance provided by UNDP for APPEAL and APEID has given Member States the desired stimulus to undertake positive programmes. It would be impossible to pursue the implementation of the framework of action agreed to at Jomtien in 1990 without the continued and valued support of UNDP which co-sponsored the Conference.

2. The Thirteenth Regional Consultation Meeting (RCM) considered the report of the mission fielded by the UNDP on a "Regional Programme on Basic Education for the Fifth Cycle". The mission has inter alia commented upon the programmes being implemented by Member States under the APEID and APPEAL networks, for both of which the UNESCO Principal Regional Office for Asia and the Pacific (PROAP), Bangkok, plays a catalytic and co-ordinating role.

3. The RCM is appreciative of UNDP's initiative in constituting the mission. Missions of this type provide an opportunity for an analysis of the existing situation, stock-taking of what has already happened under various programmes, critical evaluation of the content of programmes and usefulness of the modalities and mechanisms of implementation; and in consequence an opportunity to determine future policy/programming directions in the light of the emerging needs.

4. The participants of the Thirteenth RCM appreciate the consultants' identification of various issues and problems concerning the tasks related to "Education for All" and of thirteen important development concerns. These issues and concerns are reflected in both the UNDP themes for the Fifth Cycle and the Fifth Programme Cycle of APEID and APPEAL. Appendix I demonstrates these commonalities. The participants of the meeting agree with the UNDP consultant mission's recommendations for

enhancing sharper programme orientation, an emphasis on increased multidisciplinary approaches and greater participation of NGOs. The participants, however, do not agree with the observations of the mission concerning the vitality, role and modalities of APPEAL and APEID in furthering the cause of basic education for all in the Asia-Pacific region. On the contrary, the programmes undertaken in the region have had a salutory effect in promoting and stimulating national efforts in significant areas of educational concern.

5. The RCM feels that the relevance and value of the mission's observations/recommendations would have been substantially enhanced if it had, in view of the social, economic, educational and other diversities that prevail in the countries of the region, encompassed within its study a much larger number of countries. It confined its visits and discussions to a small number of countries (6 out of 29) whose conditions and problems cannot by any means be regarded as representative of the region in its totality and, therefore, amenable to deriving holistic solutions. In particular, it failed to take account of the small island States and the small landlocked countries which face distinct problems.

6. The mission also failed to recognize the catalytic contributions that the APEID and APPEAL have made in developing national capabilities - the principal objective of APEID - which are partially represented by the general awareness in key personnel of Member States of the linkages between the nature of education and development. These contributions are also represented in the variety of competencies that have been generated among educational workers in different aspects of education and the subsequent actions which, in the participating countries, have followed APEID activities in terms of in-country training workshops, seminars, preparation of textual and non-textual materials and so on.

7. It is also important to take cognizance of the extent of financial resources which the member countries have themselves invested for APEID activities and the follow-up actions which indicate the importance that they attach to innovative programmes of educational development.

8. The mission report recommends that UNDP mount its own regional programme for basic education including "primary school education as well as non-formal education for out-of-school and drop-out children and adult literacy". It envisages that APPEAL will be subsumed by this programme and, as far as basic education is concerned, APEID will also shed off all additional mechanisms and fundamental and sequential educational areas so far carried out by APEID and APPEAL. This mission report also suggests separate co-ordinating and staff arrangements.

9. In view of these and other considerations, the RCM feels that the observations and recommendations made in the mission report need a careful and critical consideration on the part of UNDP, UNESCO, including PROAP, and more so by the 29 Member States, many of which have for two decades participated in the formulation, implementation and evaluation of the regional programme of co-operative action with regard to educational innovation for development. In particular, it would be necessary to examine the mission's observations in regard to:

a) the fact that considerable data have been accumulated - through regional action, in-country studies, etc. - on the significant problems that need to be tackled in promoting basic education;

b) the desirability of supporting the adoption of strategies of proven efficacy by Member States for more extensive action for solving the critical problems (for instance basic education for the disadvantaged groups);

c) the need for support for enhancing the resources and capabilities of PROAP as was recommended by the Twelfth Regional Consultation Meeting held in Chiang Mai in August 1990;

d) the desirability of designing a separate programme package for the Pacific countries whose experience and participation in APEID and APPEAL has benefitted not only themselves, but also other countries of the Asia-Pacific region.

10. The full implications of the mission report give rise to some considerable concerns in the minds of the participants. While fully appreciative of the concern of UNDP for effective implementation of the programmes identified for the Fifth Cycle, the participants are apprehensive that the modalities suggested in the mission report would only lead to the establishment of an avoidable duplicate mechanism. This might lead to confusion in as much as the Member States will have to deal with additional mechanisms in fundamental and sequential educational areas so far carried out by APEID and APPEAL. It will also inevitably lead to an increased bureaucracy, necessitating further dilution of resources in the co-ordination of activities which will result in a less focused implementation of the identified programmes. There would, then, be lower productivity and difficulty in meeting the desired performance outcomes of member countries, a situation which needs to be avoided.

11. The RCM felt that among the UN agencies, UNESCO has been designated and accepted as the international agency for educational programming. It would not be desirable to develop arrangements which would detract from the recognized role in educational development of UNESCO and diminish the effectiveness of institutional mechanisms including those at the regional level that it has already established. Instead

the need is for more support from other UN agencies and international funding institutions for the activities of the Member States, sponsored and supported by the UNESCO, to enhance the relevance, efficiency and effectiveness of programmes of multilateral co-operation for educational development.

12. To promote this enhancement in the context of the mission report, the participants from the APEID member countries believe that it would be worthwhile for APEID and APPEAL to critically look at the content of its programmes as well as the modalities of action that it has pursued for implementing these programmes so as to:

a) provide for some of the programmes identified in the mission report;

b) ensure that resources are utilized for more effective programmes and strategies of proven effectiveness;

c) negotiate with Member States appropriate mechanisms for programme monitoring and evaluation in accordance with success criteria identified by them;

d) ensure that, instead of having too many of them, priority be given to those programmes and modalities which are likely to be of the greatest utility;

e) consider the measures that are needed for enhanced participation of the Member States and the institutional mechanisms that have been created by them for APEID and APPEAL (NDGs, Associated Centres, and National Co-ordination Committee for APPEAL);

f) design activities which meet the specific needs of a group of countries with similar problems (e.g. small island and landlocked States);

g) promote technical co-operation among developing countries and mutual support by NDGs and Associated Centres, taking into consideration particularly the needs of the least developed countries;

h) encourage APEID to ensure that its information dissemination network is also directly connected to the major dissemination networks in member countries;

i) encourage UNDP to explore how its objectives in basic education can be achieved by both supporting APPEAL and APEID and working with PROAP and member countries to achieve mutually agreed objectives which its mission has identified.

The RCM recommended:

a) that the participants of the RCM draw the attention of the concerned government agencies in their respective countries to the implications of the UNDP Consultants' Mission Report;

b) that the above reactions be sent by UNESCO PROAP to the Director-General of UNESCO for appropriate action, including addressing appropriate communications to the Ministers of Education, and for taking up the matter with the Administrator of UNDP;

c) that UNESCO PROAP send the above reactions to the National Commissions for UNESCO, requesting them to consider critically the implications of the UNDP Consultants' Mission Report pertaining to the on-going and forthcoming APEID and APPEAL programmes and also the structures that have been created in the Member States for implementing these programmes;

d) that, should the UNDP Consultants' proposal to launch a new regional programme on basic education take effect, APEID and APPEAL must continue to function, since they have been mandated by the General Conference of UNESCO;

e) that any major decision affecting APEID and APPEAL should not be taken by the UNESCO Secretariat without consulting the Member States, as the matter would require to be put before the Executive Board and the General Conference of UNESCO.

Appendix I to the reactions to the UNDP Consultants'report on "Regional Programme on Basic Education for the Fifth Cycle"

APEID/APPEAL AND PROPOSED NEW REGIONAL PROGRAMME ON BASIC EDUCATION

APEID/APPEAL	Proposed new programme by the UNDP consultants' mission report
Aims	Objectives
- To strengthen capabilities and self-reliance, at the national, sub-national and grassroots levels, for the creation and use of educational innovations to solve educational problems for the realization of national development goals;	- Sharing of information and experiences;
	- Cover primary school education ... as well as non-formal education for out-of-school and drop-out children and adult literacy;
- To support and facilitate through regional co-operation the national efforts of Member States in Asia and the Pacific to eradicate illiteracy through programmes which focus on:	- Strengthen national capacity for dealing with basic education;
	- Perform an advocacy role to promote basic education for all ... and to foster quality improvement;
a) Literacy programmes for youth and adults; b) Universalization of primary education; c) Continuing education.	- Deal with basic education in its totality in an integrated fashion.
by ensuring close linkage of the three components.	
Specific Principles	Principles
- The Member States jointly design, execute, supervise and evaluate programmes and activities;	- Provide for a comprehensive and holistic consideration for issue of basic education;
- Activities taking place within countries are essentially the responsibility and prerogative of the participating Member States;	- Act as an instrumentative for promoting basic education;
	- Secure full involvement of the participating countries;

Note: This comparative list does not represent one-to-one correspondence of items.

- A primary focus of regional co-operation is educational innovation for social and economic development;
- Strengthen national capabilities;
- Share national resources and capabilities;
- Special emphasis on the education of women and the disadvantaged.

Action Areas

- Development of appropriate and viable literacy strategies;
- Development of programmes designed to serve the needs of women and the disadvantaged;
- Mobilization of community support and resources;
- Strengthening of programmes in critical areas, such as training of instructors, production of learning materials, research and evaluation;
- Linking literacy with development.

Primary Education

- Programmes for the disadvantaged groups focused on:
  - Girls
  - Rural/Isolated Areas
  - Urban Slums
  - Minorities
- Establish better dialogue and contact between the concerned agencies in the participating countries and the regional programme management;
- Interact intensively with programmes and activities in the countries in basic education sub-sector;
- Give special importance to timeliness in exchange of information;
- Recognize the value of dealing with limited but very important issues at a time.

Potential Areas for Regional Attention Identified in the UNDP Consultants' Mission Report

- Distance education;
- Non-formal education;
- Teacher training and teacher motivation;
- Curriculum development and revision;
- Educational achievement and fixation and testing;
- Decentralized management of education;
- Increased female participation and expansion of student participation and retention of schools;
- Database of educational indicators;
- Educational experiences that provide fresh insight;
- Multidisciplinary approach to education;
- Designing child development programme and fielding least cost models;

- Programmes for disabled groups;
- Innovative responses to learner's needs:
    - Learner based approaches to primary education
    - Innovations for qualitative improvement in primary education
- Co-operative programme for supporting promotion of universal primary education:
    - Action oriented research on UPE problems
    - Review of UPE national plans and programmes
    - Information exchange networks for UPE

<u>Continuing Education</u>

- Parental education;
- Improved linkages between formal and non-formal education;
- Development of post-literacy education;
- Application of continuing education to work.

<u>Science, Mathematics and Technology Education, including Science for All</u>

- Improvement of teacher training;
- Development of curriculum models and materials;
- Use of information processing technology;
- Action oriented research.
- Research and development;
- Countries serving as models of what may occur in future;

Reorientation and Qualitative Improvement of Secondary Education

- Qualitative improvement through curriculum reform and teacher training;
- Use of educational technology;
- Promotion of enterprise competencies;
- Education and work;
- Identification and nuturing of talents;
- Innovation in student assessment, examination reform and national norms for achievement;
- Alternative forms of secondary education;
- Innovative and alternative systems of organization, management and curriculum models.

MODALITIES

APEID/APPEAL

- Training/workshops and seminars;
- Technical working group meetings;
- Mobile training teams;
- Inter-project, inter-country study visits;
- Attachments and internships;
- Joint Innovative Projects;
- Exchange and dissemination of information and materials.

Proposed made by the UNDP consultants' mission report

- Supporting and, where necessary, promoting programmes and strategies for basic education;
- Undertake case studies or research assignments on common problems or needs of a group of countries;
- Exchange of information and experiences through seminars, symposia, workshops;
- Conducting training programmes and study tours;

- Publications and dissemination of information;
- Consolidating a regional multidisciplinary forum and providing a steering committee for the programme.

IMPLEMENTATION ARRANGEMENTS

APEID

- General Conference of UNESCO:
  - Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific;
  - Regional Consultation Meeting on APEID;
  - Secretariat - PROAP (4 full-time professionals);
  - National Development Groups (NDG) (so far established in 29 Member States):
    - Chairman, NDG
    - Secretary, NDG
    - Heads of Associated Centres
  - Associated Centres (so far 199 institutions approved and registered).

APPEAL

- General Conference of UNESCO:
  - Regional Conferences of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific;

Proposed programme by the UNDP consultants' mission report

- Regional Multidisciplinary Forum;
- Regional Steering Committee;
- Secretariat - Regional Co-ordinator's Office;
- Country Co-ordination Mechanisms - (Country Counterpart);
- Country Project Manager;
- Possible host institutions.

- Advisory Committee on Regional Co-operation in Education in Asia and the Pacific;
- Regional Co-ordination Meeting for APPEAL;
- Secretariat - UNDP (4 full-time professionals);
- National Co-ordination Mechanism for APPEAL (so far established in 21 countries).

MAJOR INNOVATIVE PROJECTS/PROGRAMMES IN ASIA AND THE PACIFIC, AND GUIDELINES FOR ASSESSMENT OF INNOVATIVE PROJECTS FOR WIDER APPLICATION

Part Four

MAJOR INNOVATIVE PROJECTS/PROGRAMMES IN ASIA AND THE PACIFIC, AND GUIDELINES FOR ASSESSMENT OF INNOVATIVE PROJECTS FOR WIDER APPLICATION

Introduction

One of the major tasks of PROAP/ACEID is to identify, categorize, document and disseminate major innovations which have made or can make systematic changes in education in the Member States.

To strengthen this aspect of the work, the participants of the Thirteenth RCM highlighted some of the *major innovations* which have proven, or will prove, very effective and meaningful in bringing about desirable changes and reorientations in the education systems, particularly those relating to the following current major programme areas of APEID:

a) Universal primary education - e.g., innovations aimed at improving access, retention and achievement level of primary school children, notably girls, the disadvantaged and the disabled, through innovative management, curricula, learning process, teaching in difficult contexts, mainstreaming of the disabled;

b) Secondary education - e.g., integrating innovative contents and processes into the curriculum with a view to preparing children and youth to meet future challenges, such as nurturing enterprising abilities, not only for money making, but for shaping one's own future; humanistic, ethical and moral values, innovative research and experiments aimed at systemwide reform of secondary education;

c) Science and technology education - e.g., introducing innovative elements in the science curriculum to deal with issues related to real-life problem-solving, quality of life and productivity, environment, use of information processing technology.*

Space in this report allows for the inclusion of only one innovation from each country, but a list of titles of other current innovations is provided in Annex IV.

The essence of APEID lies in Member States' initiation and selection of, and participation in, innovative projects for educational development. Over the years there has been a significant growth of APEID's and Member

States' knowledge and experience of valuable responses to the developmental needs in the Asia and Pacific region.

AUSTRALIA

Innovation: Open Learning Technology Corporation

Objectives/Problems: a) To provide improved national access by: compatible communications systems; collaborative development of open learning courseware; assisting with the resolution of issues such as credit transfer and articulation between institutions; (b) To provide increased participation; (c) To provide improved access to research and development services; (d) To provide improved teacher training: in the use of communications technologies; in increased access through the use of communications technologies.

Strategies: Seeking the co-operation of all sectors of education (the largest single user of communications services of all kinds in the country) to work together to form a corporation which would act for all interests in providing lower cost services, avoidance of duplication of courseware production, effective use of telecommunications, curriculum and teaching resources and equipment.

Achievements: To date - getting agreement and commitment of all interests to a common purpose. (Formal Agreement of Federal State and Territory Ministries and non-government sectors to become owners of the corporation had occurred in June 1992.)

Future actions: Establishment of the Corporation by 31 December 1992 and progressively implement its services during 1993. During 1993-95, pilot broadcast television as a major delivery mechanism for education and training.

BANGLADESH

Innovation: Compulsory Primary Education (CPE)

Objective/Problem: Bangladesh has 112 million people in an area of 143,000 sq. kms. It is one of the most densely populated countries of theworld, as well as one of the poorest with a per capita G.N.P. of US$190.00 per year.

The literacy rate of the country is only 31 per cent (15+ years age group) and the total number of illiterate population is 46.8 million. Out of the total population of 14.92 million in the 6-10 year age group in 1990, 11.52 million (77 per cent) were estimated to be enrolled in primary schools in the

country. The alarming part is that about 66 per cent of the enrolled children do not complete the five years primary education cycle considered necessary for literacy. This enormous wastage has kept the literacy rate down.

Strategies: For achieving universal primary education and increasing literacy rate, Government has started CPE from January 1990. Parents/guardians of children of primary school age and the local committee are legally bound to send their wards to primary schools. CPE has been introduced in 68 sub-districts out of 460 sub-districts of the country.

For implementing the scheme, local committees have been set up, which consist of teachers, officials, politicians as members. Their tasks are to motivate communities and plan, and implement the scheme. Ministry of Education is at the apex of the programme. An intensive publicity campaign in the national mass media has been launched.

Achievements: It is too early to evaluate the scheme, but early indications seem to be favourable.

Future actions: The intention is to cover the whole country under the CPE scheme in the next 3-4 years.

BHUTAN

Innovation: New Approach to Primary Education (NAPE)

Objectives/Problems: (a) Teachers: acute shortage compounded by expansion effort to improve access; also over 70 per cent teachers are untrained. (b) Curriculum: irrelevant to national and learner needs with product rather than process orientation. (c) Methods of teaching: often traditional and examination oriented. (d) Pupil dropout and stagnation: seriously high. (e) Teaching/learning materials: virtually non-existent.

Strategies: (a) Training of teachers: 300-400 teachers every winter vacation in courses with duration ranging from 2 to 3 weeks. (b) Set up a Curriculum and Textbook Development Division (CTDD): developed teacher manuals, workbooks and readers for environmental studies,languages (Dzongkha and English) and mathematics. (c) Pilot-tested the methods and materials until 1991.

Achievements: (a) Teachers started to use self-made learning materials. (b) Teaching-learning became more interesting and absorbing. (c) Pupil absenteeism dropped. (d) Learning objectives include knowledge, attitude and skill components. (e) Growth of appreciation of the value of local environment in child's learning. (f) NAPE was introduced in 13 pilot schools, then in 36, 50, 88 and in the beginning of 1991 it ceased to be a project and became a programme.

Future actions: All primary school in Bhutan follow the NAPE system.

CHINA

Innovation: Joint Innovative Project on Raising Achievement Level of Children in Primary Education (JIP)

Objectives/Problems. (a) Enrolment rate low among school-aged children; (b) Repetition and drop-out rates high among the pupils.

Strategies: Starting in 1986, the JIP was implemented in 100 primary schools in 12 counties/districts of nine regions in Gansu province. In the first year : initiation and operation. In the second year: full implementation. In the third year: expected outcomes achieved and disseminated: (i) Effective preparation for pre-school education; (ii) improvement of teaching methods and assessment for pupils; (iii) strengthening of teacher training programmes; (iv) effective support and involvement of the parents and local communities.

Achievements: (a) New pupils receiving pre-school education in project schools increased from 56.9 per cent in 1986 to 88.5 per cent in 1989; (b) Successful teaching methods and experiences both at home and abroad have been introduced and pupils' assessment method has been improved; (c) Since 1986, 6700 education personnel have been trained, and 62.5 per cent of project school teachers have been involved in further studies of various types; (d) Parent schools, parent committees and school boards of direction are set up, involving parents, village leaders and religious leaders in school management; (e) Two indicator systems have been developed to assess both quality of study and project implementation.

Future actions: In Gansu, 517 primary schools are involved in the project. The number will reach 1000 by 1993.

In China, the project has been extended to other five provinces, namely Hebei, Henan, Yunnan, Guizhou and Qinghai. The number of schools involved is 1083.

FIJI

Innovation: Introduction of Fiji School Leaving Certificate Examination Course

Objectives/Problems: (a) There was increasing concern that only 25% (approximately) of students reached year 12 level from the cohort

entering primary school (a 98% enrolment rate). This was due mainly to the screening process through external examinations at years 10, 11 and 12, those for years 11 and 12, being administered by the New Zealand Department of Education. (b) The policy makers were aware of the deficiencies in courses studied in the upper secondary classes and wanted to make the courses more relevant to the needs of the country. Fiji by then had its own curricula and examinations at years 10 and 13.

Strategies: (a) The Fiji School Leaving Certificate Examination was introduced for the first time in 1988 replacing the New Zealand School Certificate and New Zealand University Entrance examinations. This localized all public examinations in secondary education. The course of study covers a two-year (years 11 and 12) period at the end of which students take the Fiji School Leaving Certificate Examination. (b) The decision was also made to reform the curricula of forms 5 and 6. The prescriptions were designed in collaboration with the University of the South Pacific, teachers' organizations, principals and other interested groups. The course content was scrutinized thoroughly before it was introduced nation-wide in form 5 in 1988. The first examination was conducted in 1989.

Achievements: The Fiji School Leaving Certificate Examination has been successfully held since 1988. The number of students now reaching form 6 has increased markedly and the pass rate has also improved, as a result of the larger choices of subjects now available to students. Further, the standards attained in the past have not been compromised. Students completing Fiji School Leaving Certificate Examination continue to have access to higher learning institutions in the Pacific as they did prior to 1988.

Future actions: Innovation is established.

INDIA

Innovation: Open Learning System at School Level : The National Open School

Objectives/Problems: (a) To provide opportunities for the young and for agricultural, industrial and professional workers to continue education at their own pace; (b) To offer these opportunities at the school level, in a relevant developmental system, as an alternative to the formal system.

Strategies: (a) The National Open School was established in 1989; teaching is offered through 307 accredited institutions nation-wide. (b) Courses leading to secondary and senior secondary school examinations are

offered. (c) Criteria for admission on self-assessment were established. (d) Provision was made for self-instructional materials and tutors and counselors to ensure effective learning. (e) Provision was made for recording student course credits and course completion certification.

Achievements: (a) Enrolment increase from about 1,670 in 1981 to about 200,000 in 1991; (b) 40,884 registrations in year 1990-1991; (c) females - 40 per cent of enrolments; (d) rural students - 21 per cent of enrolment; (e) cost per student down from Rs. 417 to Rs. 211; (f) two open schools in two states established.

Future actions: A variety of crash courses and new courses (some with other appropriate partners) are planned for vocational education.

INDONESIA

Innovation: Development of a Computerized Quality Indicator System in Education (QIS)

Objectives/Problems: A sustainable and systematic way of measuring and monitoring education was needed to show changes and improvements in the quality of education. A computerized quality indicator system was the selected approach.

Strategy: (a) Create and manage a widely accepted conceptual definition of educational quality; (b) develop and standardize questionnaires to be used for the administrative annual report of each school; (c) build a unified database of school information; (d) develop and disseminate a sustainable data flow mechanism; (e) develop computerized application programmes for quality indicator.

Achievement: (a) By 1991, a database of schools in 15 provinces was established; (b) A number of database application programmes have been developed for comparisons, retrieval and regular school reporting; (c) A number of the operators of the system have been trained.

Future actions: (a) By 1993/94, an indicator system of primary school quality will have been completely built; (b) Beginning 1993/94, the system will be extended to secondary and tertiary levels of education; (c) Explanatory documents in Indonesian and English are to be published; (d) Use the database as the basis for improvement at the regional, local and school level and as the basis for developing *decentralized management* in primary and secondary education.

JAPAN

Innovation: Educational Reform at Primary and Secondary School

Objectives/Problems: Because of rapid changes in society and the quantitative development of education, several school problems have arisen: dropouts, bullying, school violence, or maladjustment to school. Major causes identified are: (i) educational system unable to cope with the diversification of abilities and aptitudes of students in upper secondary schools in particular, uniform and inflexible curriculum and teaching methods, (ii) excessive competition and education weighted in favor of the preparation for university/college entrance examinations.

Strategies: The National Council on Educational Reform, an educational reform forum, deliberated for three years with considerable input from outside people. It submitted to the Government the following three basic guidelines in 1987: (a) To prepare a lifelong learning system; (b) To place a higher value on individuality; (c) To build students' capacity of coping with various changes in society. In addition, the Central Council for Education made a recommendation in 1991 that upper secondary students be given more freedom in choosing subjects, courses andschools.

Achievements: (a) The Course of Study, which contains broad guidelines for the objectives and standard content of each school subject, was revised in 1989. This was put into effect in April 1992 for all grades of the primary school, and will be put into practice in 1993 for all grades of lower secondary school. It will become effective progressively from 1994 for all grades of the upper secondary school; (b) Restructuring of upper secondary education has been made, including a new kind of school system flexibility and the creation of "credit-system" for upper secondary schools.

Future actions: The above-mentioned actions are studied and reviewed regularly for further improvement and adjustment.

LAO PDR

Innovation: Development of Basic Education and Productive Activities in Primary Schools through Collaboration and Co-operation: A Pilot Project of School Cluster Pilot Project

Objectives/Problems: In 1987, the Government's educational objectives were reformulated in the context of overall economic development, and this reformulation recognized education as the productive force in socio-economic development. At that time, the Government

foreshadowed substantial upgrading in the planning, management and provision of education, with stress on quality as well as national coverage.

Strategies: A school cluster was organized in 1990. The cluster included one lead school and six satellite schools with 1,032 pupils and 33 teachers in 1992. It covered 8 rural villages, with a population of about 4000. Local participation from teachers and villagers was considered the key factor and was systematically sought as a basic element for sustainability and extension.

Achievements: (a) Relatively cheaper buildings provided with community participation; (b) schools and teachers no longer isolated; (c) increasing commitment of teachers; (d) slight improvement of education quality in classes; (e) pupils attending classes more regularly because of interest in school activities and parents' concern; (f) In 1991 a 300 per cent increase in the first grade enrolment in the two ethnic minority villages; (g) a slight decrease in first grade repetition and drop-out rates.

Future actions: A mid-term external evaluation is scheduled for October 1992. Experiences and findings drawn from project implementation will be published. A workshop for educators, teachers, administrators from different provinces and district will be held. Future expansion is planned at the rate of one cluster per district.

MALAYSIA

Innovation: The National Self-Access Project for Teachers' Colleges

Objectives/Problems: The concern for the declining standard of English language amongst the younger generation has necessitated the Ministry of Education, to provide a broader and more efficient means of improving the teacher trainees' language proficiency. Hence, the launching of the National Self-Access Project for Teachers' Colleges in December 1989. The purpose of the Project is to establish the Self-Access English Language Centres in all 28 Teachers' Colleges in the country.

Strategies: The Project began with seven zonal centres (pilot) for the development of project materials. In the second phase which began in early 1991, these centres became facilitating centres for other teachers' colleges setting up their own Self-Access Centres. Two packages of learning materials are made available to the learner. Firstly a range of general language proficiency material covering all language skills and secondly, a body of specialized materials to improve speech skills.

The Project was implemented in stages starting with a workshop in December 1989. By January 1991, the SAL Project was introduced in the remaining 21 colleges. There are now about 1,000 pieces of materials

produced in the form of audio-tapes, video materials, printed materials as well as computer assisted learning programmes.

Achievements: Apart from developing a bank of SAL materials, the Project has also been working hard on developing systems of (a) centre management and administration; and (b) learner induction and monitoring.

Future actions: The next phase of the project will focus on: (a) extensive zonal development with the National Centre playing a key role; (b) the development of a specialized body of materials specially for speech training; (c) the continuing production of SAL materials for general English proficiency; (d) the extension of the computer and video facilities; (e) the extension of SAL to in-service trainees; (f) evaluation of the effectiveness of SAL.

MALDIVES

Innovation: On-Site Teacher Education Programme

Objectives/Problems: (a) Highly centralized approach to in-service teacher training. (b) lack of relevance of in-service teacher training for atoll teachers. (c) limitation of in-service training opportunities for teachers in outer islands.

Strategies: (a) Visit by a teacher educator from the Institute for Teacher Education (ITE) to a selected atoll to conduct situation analysis and determination of training needs of teachers in that atoll in consultation with the head teacher of the Atoll Education Centre (AEC) of the selected atoll. (b) return of teacher educator to ITE to formulate a detailed plan of action in consultation with in-service staff of ITE and Atoll Education Section of the Ministry of Education. (c) return of teacher educator to selected atoll to implement the formulated programme. A typical programme included the following: (i) workshops on basic teaching skills and curriculum orientation for untrained teachers; (ii) workshops on teaching skills for specific subjects for trained teachers; (iii) visits and observation of teaching and learning in individual island schools; (iv) assistance in organizing and implementing school-based in-service training.

Achievements: (a) Decentralization of in-service teacher training; (b) increased opportunities for in-service training for teachers in the outer islands; (c) more relevant training for teachers at their own work sites leading to more effective teaching and learning; (d) strengthening of national capacity for in-service training including school-based training.

Future actions: (a) Recruitment and provision of a local counterpart (two trained teachers from the Atolls) to work with the teacher educator (currently an expatriate); (b) additional government and external (UNICEF)

funding; (c) expansion and local capacity building of ITE's in-service training; (d) phase out the itinerant nature of the programme through the success of the counterpart arrangement to establish a permanent atoll-based teacher education programme.

MONGOLIA

Innovation: Improving National Education

Objectives/Problems. (a) Student dropout rate is increasing sharply; (b) Schools face closure; (c) Experienced teachers are leaving schools because of low salaries; (d) Educational curricula and strategies are out dated; (e) Learning, teaching materials are no longer relevant; (f) Teacher retraining and training need upgrading; (g) Materials to be used by learners and teachers need to be improved and increased; (h) the Mongol script has to be introduced as a matter of priority since it is becoming an official language; (i) teaching of foreign languages particularly English.

Strategies: (a) Mobile team of experts to assess the present educational conditions and to elaborate constructive recommendations; (b) enrol Mongolia in UNESCO PROAP projects on urgent and priority issues; (c) adapt other nations' innovations creatively in areas such as distance learning, English language teaching, etc.; (d) organize training and re-training of teachers, educationists, and organize study visits.

Achievements: Not yet applicable.

Future actions: (a) Renewal of the present education system in accordance with a market economy; (b) ensure preparatory work on introduction and revision of the national Mongol script; (c) introduction of effective training for drop-outs supported by research studies.

MYANMAR

Innovation: Universalization of Primary Education

Objective/Problem: (a) Some children especially in remote rural areas have little access to primary education; (b) The quality of primary education needs to be improved.

Strategies: (a) The Committee for the Development of National Groups and Border Areas was formed in 1990 with responsibility for opening schools, providing teaching staff, school buildings, furniture and teaching material. (b) For the qualitative improvement there are two main projects: (i) Strengthening and upgrading of teacher training institutions by training and attachment programmes in curriculum development, methodology,

evaluation and research; documentation and use of computers; a series of workshops at national and institutional levels; setting up two resource centres; provision of educational equipment and materials by UNDP and UNESCO; (ii) Continuous Assessment and Progression System (CAPS).

Achievements: (a) In border areas more than 130 primary schools have been opened. (b) The educators of teacher training institutions are applying what they have learned from the training programmes. (c) CAPS project has reduced the rate of dropouts to a certain extent.

Future actions: (a) More primary schools will be opened when there is demand and justification; (b) some primary schools will be upgraded to secondary schools; (c) prevocational education will be introduced in some border areas if necessary; (d) training programmes not only for educators but also for administrators and supervisors will be carried out; (e) CAPS will be expanded in order to cover all the primary schools; (f) special school for disadvantaged will be expanded.

NEPAL

Innovation: Education for Rural Development through Effective Primary Education System

Objectives/Problems: (a) School programmes less relevant to rural needs; (b) ineffective instruction causing low student achievement; (c) school community's apathy to school operation; (d) community not benefitting from the potential of schools for rural development; (e) high student drop-out, high repetition, low teacher-time on task etc.

Strategies: (a) Clustering of a 10-15 neighbouring schools, with one Resource Centre (School), for training and mutual assistance; (b) short-term training for cluster-school teachers in pedagogy and school management; (c) school performing as development agent by the distribution of seeds, school latrine building, tree plantation, etc. (d) conducting non-formal education classes for girls, out-of-school children and adults; (e) school building/renovation programme with community sharing the cost of construction renovation.

Achievements: (a) The cluster-based short-term teacher training has been cost effective; (b) Payment-by-results in school construction and literacy classes has been very effective; (c) The development work done by the teachers had positive effect on the school community.

Future actions: (a) Establishment of school clustering system on a nation-wide scale; (b) Adoption of Payment-by-Results and "cost-sharing" in school reconstruction; (c) Organization of clusterwide short-term teachers' training.

NEW ZEALAND

Innovation: Units of Learning for Upper Secondary School

Objectives/Problems: (a) To improve relevance, quantity and quality of school leavers' qualifications and at the same time to develop a coherent national system of qualifications; (b) to design a senior curriculum more responsive to local and national needs.

Strategies: (a) The establishment of the New Zealand Qualifications Authority to register courses offered, monitor standards and issue the new National Certificate; (b) The development of units of learning by state teachers and other agencies. Key characteristics: varied time lengths; clear learning objectives; each unit satisfactorily completed to be credited to the student's National Certificate.

Achievements: In those schools where the system of units of learning is being trialled: (a) teaching is more focused; (b) students are more active in pursuing high standards of success in academic and vocational work; (c) leaving qualifications are more precise and more relevant

Future actions: (a) All schools to be involved by 1994; (b) National Certificate starts from 1994.

PAPUA NEW GUINEA

Innovation: In-service Training Packages for High School Headmasters

Objectives/Problems: There is a need to improve the quality of provincial high schools. This innovation addresses this problem by helping to equip satisfactorily headmasters with skills and knowledge necessary to carry out their responsibilities.

Strategies: (a) Identification, development and conduct of a series of training packages over a 5-year period, with one course per year beginning in 1990; (b) six groups of professional people are identified, each to prepare a course/package; (c) courses should be practical and conducted in short periods; (d) trialling of courses, before final versions are produced; (e) training of course presenters; (f) same course is presented to headmasters of four geographical groups simultaneously; (g) follow-up and evaluation; (i) repeat course for new headmasters.

Achievements: (a) Headmasters have found courses presented very useful, helpful and pertinent; (b) Courses have substantially helped in increasing headmasters' awareness of the enormity of their responsibilities.

Future actions: (a) Two courses (Financial Management and General School Administration) have been developed and presented in 1990 and 1991; (b) one course (Curriculum Implementation) has been trialled and will be presented in 1992; (c) work is in progress for the fourth package (Professional Development); (d) two more courses (Report Writing/Communication, Legal Aspects) to be developed.

PHILIPPINES

Innovation: Parent Learning Support System (PLSS)

Objectives/Problems: (a) The need to improve pupils' achievement in primary schools; and (b) to involve parents in the planning and implementation of learning programmes.

Strategies: (a) Pilot scheme for four years in selected schools in 2 provinces (Quezon City and Leyte); (b) Funding assistance from ACEID, UNESCO; (c) Parent education seminars where topics needed by parents are discussed; (d) Parent observation, a year round activity, where parents attend classes and observe how their children perform and behave in class; (e) Teacher-parent conferences where ways and means of helping children in their performance are discussed; (f) Home visits by teachers for a better appreciation of students' performance that may be affected by conditions at home; (g) Field-trips to renew pupils' interest in the classroom.

Achievements: (a) Greater involvement of parents in school activities and more active co-operation extended to schools by local officials and other members of the community, even in financing school needs for textbooks, classrooms and others; (b) expansion to three other regions; (c) a Department of Education Order No. 126, series 1990 has been issued enjoining all directors in the 14 regions of the Philippines to implement the project beginning school year 1991-92.

Future actions: Implementation of the project nation-wide and mass training of principals and teachers.

REPUBLIC OF KOREA

Innovation: Restructuring the high school system to meet industrial demands

Objectives/Problems: The proportion of students in vocational high schools, compared with students in general high schools, has decreased from 45 per cent in 1970's to 35 per cent in 1990. Such a change has made college

entrance more competitive and produced insufficient manpower supply for the industry.

Strategies: The Ministry of Education established the policy on "Vocationalization of Secondary Education" by restructuring the high school system to meet industrial demands in 1990. The main strategies of the policy are: (a) to increase educational opportunities in vocational high schools; (b) to expand vocational courses in general high schools; (c) to strengthen career education in elementary and middle schools.

Achievements: 878 classes in vocational high schools were newly established during 1991-1992, and 49,000 students in general high schools are taking vocational courses in 1992.

Future actions: The Ministry of Education has a plan to establish 20 new vocational high schools and 720 new classes in present vocational high schools, and transform 28 general high schools into vocational high schools during 1991-1996, in order to accommodate the increasing number of vocational high school students.

SAMOA

Innovation: Universal Primary Education

Objectives/Problems: The main problems which have motivated the Education Department and the Government to call for compulsory primary education by 1993 are: (a) the increasing number of drop outs before completing primary education; (b) poor attendance, and reports of student selling, producing items or doing family errands during school hours.

Strategies: The following groundwork has already been carried out to universalize primary education: (a) October 1991 Cabinet approved the Draft Bill for the Education Ammendment Act 1992-93 making primary education (years 1 to 8) compulsory; (b) An extensive training programme focused on management skills of inspectors and headteachers and improving the competencies of teachers in their subject areas and in multigrade teaching; (c) Merging of the primary and secondary teachers' colleges to allow for an increased number of trainees to meet anticipated increase in enrolment.

Achievements: Preparatory work is progressing well and government commitment is encouraging.

Future actions: (a) Cabinet to table the Education Bill in Parliament before the end of 1992. The Bill will then be enforced in 1993; (b) Provision of teaching materials and quality teaching.

SOCIALIST REPUBLIC OF VIET NAM

Innovation: Renovation of Education and Training

Objectives/Problems: (a) Shortage of school buildings, poor equipment; (b) subjects too academic, limited vocational orientation; (c) transition to market economy and increasing drop-outs; (d) inadequate provision for education in mountainous, ethnic and remote areas.

Strategy: (a) Education and training to meet people's learning needs, and the needs of a multi-sector market economy; (b) Socialization of education and training to exploit all possible resources of society; (c) Democratization of education and training to make learners the main factor, to pay more attention to individual study; (d) Flexible process of education and training, differentiation of former integrated classes, special approach for remote areas; (e) Modernizing, step by step, the content of education and training.

Achievements: (a) Every village with a nine years' (1st and 2nd cycles) school; (b) every district with a 12 years' (full secondary school); (c) every province with a junior college (teacher training, medicine); (d) the number of female pupils parallel male pupils; (e) an increase in the number of ethnic students to 970,000 pupils, 9000 students in vocational school and 4,400 teacher trainees; (f) 33 special schools for disabled children; (g) provincial school for gifted children.

Future actions: (a) Institutionalization of the structure of education and training at all levels; (b) enacting laws on universal primary education for all children from 6 to 11 years age; (c) implementation of national programme on literacy; (d) strengthening of professional teaching; (e) establishment of the system of continuing education; (f) improved teaching staff all over the country.

SRI LANKA

Innovation: Action Plan for Children

Objectives/Problems: To increase enrolment in schools, to minimize drop-out rates, and to work towards the goal of attaining 100 per cent literacy by the year 2000.

Strategies: (a) Awarding scholarships to needy and talented children; (b) provision of a mid-day meal to all students; (c) provision of school textbooks to children from year 1 to 11; (d) provision of school uniform; (e) training of teachers to make teaching more stimulating and effective.

Achievements: (a) The above actions have brought more children to schools; (b) The country's literacy rate has reached 93 per cent.

Future actions: Strategies which are now being implemented nationally will be continued.

THAILAND

Innovation: Quality Improvement through Curriculum Development

Objectives/Problems: The implementation of the 1978 curricula did not bring about the intended learning outcomes, especially thinking abilities, application of knowledge and practical skills.

Strategies: (a) Review of 1396 reports to crystalize problems, revealed that teaching had not emphasized human development: there were too many goals to be achieved and too much content to be covered. (b) Brainstorming sessions were convened to find suitable goals and an appropriate framework. It was concluded that education should produce citizens actively participating in and contributing to social development. (c) To achieve the goal, learning should emphasize generic knowledge and process skills. (d) Schools were encouraged to modify the national curriculum by developing learning units suitable to local needs and learners' experience. (e) Teachers were trained in three steps of classroom research; diagnosing learners' difficulties, and looking for and then using innovations to produce better results. (f) Schools were made responsible for their own evaluation. (g) School self-assessment and monitoring models and systematic supervision were provided.

Achievements: Teaching-learning is moving away from rote learning. Learners have more practical experience with process skills and teachers benefit from the professional development now provided.

Future actions: The implementation will be completed in 1993.

TONGA

Innovation: Primary and Secondary Curriculum and Community Development and Training Centre (Post-Secondary)

Objectives/Problems: (a) Lack of infant readers; (b) lack of trained, qualified teachers in the primary and secondary non-government sector; (c) lack of primary classrooms and a lack of essential equipment and books in primary and secondary non-government sector; (d) lack of science laboratories; (e) lack of teachers and equipment for technical training; (f) low salaries for non-government teachers.

Strategies: (a) Three-year curriculum revision and Curriculum Development and Training Centre projects with Australia and Fiji; (b) book production as a vital element of the project; (c) monitoring of pre-service and diploma teacher education programmes; (d) Asia Development Bank loan for more classrooms and equipment for state and non-government primary and secondary schools; (e) in-service training of teachers to be a priority.

Achievements: (a) Production of readers, locally developed classtexts, teachers' guides and other curriculum materials; (b) courses for science and technical teachers; (c) a Curriculum Development Unit, an Assessment and Evaluation Unit, Maritime Polytechnic Institute and other similar bodies were established; (d) distance education with radio and satellite; (e) a diploma-in-education course for primary and secondary school teachers, and Certificate and Diploma courses in accounting studies; (f) locally and regionally devised examinations for forms 5 and 6 and examination design for form 7 started; (g) maintenance of standards for student entry to overseas tertiary institutions; (h) government assistance for non-government teachers' salaries.

Future actions: Donors to be sought to continue the project after the initial project.

TURKEY

Innovation: Course and Credit System in Secondary Education

Objectives/Problems: (a) Introduce a student-centred system of instruction; (b) organize instructional process appropriate to student interests and abilities and provide a wider selection of curriculum alternatives; (c) ensure student development appropriate to contemporary requirements; (d) minimize student anxieties of academic failure and motivate student desire for learning; (e) promote better school-parent relationship; (f) provide a more democratic milieu of teaching and learning;

Strategies: Board of Education has set the following conditions for school implementation: (a) The regulations and the curriculum of the new system to be studied carefully; (b) The difference between the present and the new system to be well understood; (c) The physical facilities of the school to be considered; (d) The adaquacy of the teaching staff to be considered; (e) Student registration to be adjusted accordingly; (f) Conditions (a)-(e) and the opinion of the PTA and the decision of Teachers' Council to be made the basis of any action.

Achievements: (a) An interim evaluation by the inspectors of the Ministry of National Education showed the scope of implementation: 100 per

cent in 35 provinces; 90-98 per cent in 19 provinces; 80-89 per cent in 7 provinces; 50-58 per cent in 4 provinces. In terms of the types of schools: 88 per cent of high schools (lycee); 93 per cent of vocational high schools; 82 per cent of private high schools. In terms of students in the first grade of lycees (senior high schools) in 1991-92 school year: 306,169 in schools with credit system (96 per cent); 12,322 in schools with class system (4 per cent). (b) The new system aroused some interest among school administrators, teachers, students and parents and has given some dynamism to secondary education.

Future actions: Extend implementation to second and third grades in lycees by comprehensive in-service training for all involved; Computer based vocational guidance programmes, MIS and relevant techniques to be introduced to lessen managerial load; financial and other resources to be provided; evaluative criteria to be developed and followed.

GUIDELINES FOR ASSESSMENT OF INNOVATIVE PROGRAMMES IN TERMS OF WIDER APPLICATION

Introduction

As part of their consideration of innovative programmes, the participants discussed guidelines for their assessment with a view to their wider application. This concern emerged in the face of the reality that many good innovations are conceived, nurtured, but die in their infancy. Many excellent innovations suffer the fate of educational fads - they come and go, never applied widely, despite their potential to contribute to the enhancement of national and specific development efforts.

The following operational definitions of key terms, e.g., educational innovation, educational reform and educational development were acknowledged:

> "Educational innovation *refers to an idea or practice new to a specific educational context that meets unsatisfied needs. It is the introduction or promotion of new ideas and methods that are devised in education and/or school practices which have a substantial effect on changing the existing patterns of behaviour of a group or groups involved. Innovative strategies imply the development of new ideas which are disseminated and utilized; they usually occur in response to particular problems that exist in the education systems of Member States.*
>
> *The interpretation given to "innovation" at the 1971 Ministerial Conference in Singapore was "innovation for development," in which the process of development was seen as a means of*

bringing about certain fundamental and pervasive tranformations in motivations, attitudes, habits and modes of thought and work. In other words, if education is not to be relegated to the role of a bystander in the development process, it should become an active participant in the necessary social changes. Although there is some disagreement among writers on the subject, specific characterestics of an innovation can include the following:

- *It introduces a new or novel element which deviates from existing structures and/or procedures and is orientated towards the values of the society.*
- *Its specific objective and/or purpose is relevant to the needs of the community and related to national development.*
- *It has potential for diffusion on a large scale and is renewable from time to time based on appropriate feedback and the context for adoption and adaptation.*
- *The innovative process should involve a scientific approach before being either accepted or discarded.*
- *During the experimental stage, an innovation should permit flexibility on the basis of monitoring and evaluation.*
- *It should be both cost and time effective, communicable and able to be implemented in other parallel situations. Reliability, with or without adaptation, should be a criterion for innovativeness.*

Educational reform *refers to a planned change brought into widespread use for the betterment of an education system. It is an innovation that is in widespread use throughout a particular education system.*

Educational development *refers to educational reforms, innovations or changes that result in the advancement or improvement of education systems. It is an overall, multi-dimensional and diversified process, essentially endogenous in nature, linked with the values peculiar to each society and requiring the active participation of individuals and groups who are its agents and beneficiaries".*

[Source: UNESCO PROAP. *Innovations and Initiatives in Teacher Education in Asia and the Pacific.* Bangkok: 1990.]

As a result of the discussion, the participants agreed to the following guidelines for academic and non-academic innovations.

1. Will the educational innovation contribute to the realization of the national or community development goals of the country, or to the solution of certain problems in the country?
2. Does it have the support of the local/national policy-makers? Is it supportive of the constitutional provision on education, and the national or community educational goals? Will new legislation support the innovation? Can the innovation be adopted formally into the institutional system?
3. Will it help enhance the credibility of the education sector by being proactive instead of passive, and a transformer instead of merely a transmitter of culture, by being creative instead of replicative, and visionary instead of crisis-oriented? Are there benefits in the process, as well as the product, of the innovation?
4. Is it backed by systematic research/feasibility study, in representative locale in the country? What evaluation has been done of the innovation? Whose values does it reflect?
5. Is it cost and time effective? Are there sufficient budgetary and other resources for the translation of the innovation to reform? Is there provision for sustainability [in case the budget is from external sources, e.g. UN agencies, ADB or WB loan, bilateral sources, etc.]?
6. Can the existing human expertise cope with it? Have they the necessary motivation? If re-orientation and training is required, how long will it take? How will the reorientation and training be done? How expensive will it be? Are there funds available for that purpose? Generally, is it practical?
7. Can the infrastructural resource required of the educational innovation be met if implemented nation-wide?
8. What will be the management mechanisms to ensure quality control down to the grassroots level?
9. What transitional strategies/actions need to be set up to pave the way for the innovation to be translated into reforms, and development?

STRENGTHENING THE INSTITUTIONAL FRAMEWORK AND MODALITIES OF APEID

Part Five

STRENGTHENING THE INSTITUTIONAL FRAMEWORK AND MODALITIES OF APEID

A. Institutional Framework

Background

In the decade of the sixties, UNESCO set up three regional institutes in Asia, namely: (i) for the training of teacher educators in Quezon City, Philippines; (ii) for the training of educational planners, administrators and supervisors in New Delhi, India; and (iii) for school construction, initially in Bandung, Indonesia then later in Colombo, Sri Lanka. As the ten-year limit for these institutes was approaching, and, in view of the concern to maintain the regional impact of the centres, as well as the desire to cope with the prevalence of the crisis in education, the need was felt for a new institutional framework and modalities for regional co-operation in education.

The concept of regional co-operation in education in the Asia and Pacific region, which eventually gave birth to the Asia and Pacific Programme of Educational Innovation for Development (APEID), was conceived at the UNESCO Study Seminar on Regional Co-operation in Education in Asia, held in Chiang Mai, Thailand, in February 1971.

After the discussion on the programmes, the Seminar made proposals on the "instrumentalities for regional co-operation in education". The Thirteenth Regional Consultation Meeting on APEID took note of the original concept as a backdrop for its further discussion on how to strengthen and streamline various components of the regional mechanism of APEID.

Ideas and recommendations of the 1971 Seminar worth quoting are:

> "*.....the major thrust of the proposed mechanism for regional co-operation should be* educational innovation for development....
>
> *The Seminar kept in view another consideration to which it attaches the highest importance: the* development of national level institutions *and the mobilization of their capabilities for regional co-operation. The involvement of these national institutions in regional co-operative effort would call for a* regional centre *dedicated to such promotional endeavour.*
>
> *The mechanism is to be so fashioned as to provide for the emphasis on progressive development and innovation in the*

> *programmes selected and also so as to offer the opportunity for local and national organs to participate fully while working within the coherence of a regional system. The resulting system will be termed a* 'Regional Mechanism' *in its entirety. It comprises a regional component which is an extension of UNESCO Regional Office for Education in Asia and which may be called "Asian Centre of Educational Innovation for Development (ACEID), and a* network of national centres *in each of which a regional component or wing will carry out activities of a specialized type but in the same manner as those to be carried out by ACEID for any programmes as yet unassigned to national centres.*
>
> *.... By a systematic search process, ACEID would seek those National Centres which could demonstrate an existing or potential strength in a particular priority programme. If the National Centre indicates an interest in having a "wing" of that National Centre serve as the regional resource, a contract would be worked out between ACEID and the National Centre for the performance of certain regional services.*
>
> *It is not necessary at any particular moment that all the programmes for regional co-operation will have been assigned to National Centres. As the underwriter of regional efforts in education, ACEID can play a residual role of providing leadership in those programmes for which National Centres have not yet qualified."*

In addition, the Seminar also recommended the functions of the "Regional Centre (ACEID)" and the kind of responsibilities expected of thenational centres associated with APEID, now known as APEID Associated Centres.

In 1973, the APEID Programme Development Meeting (PDM) recommended that, in order to promote widespread awareness of the need for educational innovation and of the possibilities that were offered by systematic application of innovative approaches and techniques to the solution of educational problems, the Member States be requested to consider establishing an appropriate mechanism in their countries which would provide a forum for the promotion of educational innovations and for studying their processes and practices. The suggested mechanism is the *National Development Group for Educational Innovation (NDG).*

The original recommendations on the tasks and functions of each component are given below, along with the roles and responsibilities as of

now, which have evolved through the discussions and recommendations of various Regional Consultation Meetings on APEID.

APEID Associated Centres (ACs)

The 1973 PDM recommended that institutions or projects to be associated with the implementation of APEID be referred to as "Associated Centres". This term was preferred over the earlier reference to "national centres" since some qualifying centres or projects within the region may not be "national" in the sense that they may appear as local activities,or that they are not fully supported and controlled by national governments. Also there are important centres supported by inter-governmental agencies.

APEID Associated Centres are the educational institutions which play a leadership role in the Member States in promoting educational development. Most of them came into existence before APEID operation commenced. The number of APEID Associated Centres is currently 199 (as of May 1992), with 12 others offered but not yet formally associated, pending the recommendations of the Thirteenth RCM. These centres are at various stages of growth and development. While some centres are fully equipped and can undertake, without difficulty, innovative activities in diverse areas, others are in the process of building infrastructures and acquiring staff resources. Most of these centres have been set up by national authorities to provide, on a continuing basis, support for enhancing the capability of their education systems to meet new challenges.

The criteria for assessing a potential institution for association with APEID are as follows:

a) The scope of activities of that institution falls within one or more of the programme areas of APEID.

b) It has already undertaken innovative work which has been field-tested, and it is in a position to share its experiences and expertise with other centres.

c) It subscribes to the principle of mutual learning and equal partnership in the APEID network, and is ready to contribute as well as to benefit from exchange of insights, skills and expertise promoted under APEID.

d) It is one of the leading research and development institutions, with adequate mechanisms for promoting multiplier effect to acquired experiences.

e) It is in a position to carry out the functions of an Associated Centre of APEID as indicated above.

The 1990 Twelfth RCM which suggested criteria for selection of ACs also made several suggestions on ways to ensure the effectiveness of the APEID Associated Centres, among which are:

a) The review of Associated Centres should concentrate on the effectiveness of the ACs in contributing to the programmes of a cycle. The changes in cycles provide an opportune time to undertake reviews to enable centres to redirect their energies and competencies to the new areas and priorities of a cycle. Hence a review needs to be undertaken by the NDG every five years.

b) The number of ACs should remain principally as at present, with encouragement being given to the establishment of AC consortia to encourage breadth and depth in centres' participation in APEID.

c) The mandate given to them by the authorities, the basic infrastructural facilities, and staff resources provided and the credibility of the ACs should be examined.

[Source: Final report of the Twelfth RCM, Aug. 1990, pp. 58-59]

National Development Group for Educational Innovation (NDG)

The Second RCM held in 1975 observed that the NDGs "have emerged as the kingpin of APEID. This institutional mechanism should be increasingly involved in reviewing the outcomes of APEID activities, both in their contribution to the stimulation of national efforts and in promoting mutual help among the Member States".

Since then the role and functions of the NDGs have been discussed at nearly all the RCMs, resulting in a better defined set of functions.

The 1990 Twelfth RCM made the following recommendations:

a) A close linkage between the NDGs, the ACs and other institutions is necessary for the NDGs to keep themselves informed of the critical needs of the education system and the innovative solutions that need to be considered.

b) The review of NDGs is essential to enhance their efficiency in contributing to APEID goals and their advancement. This may take the form of a self-review on self-determined criteria, self-review on an APEID-designed checklist of criteria, or review in collaboration with one or more collegial reviewers from other NDGs.

c) A further function of the NDGs is that they should engage in reviews of ACs at least once in every five years.

d) There was a need to relate APEID activities to governmental interests and needs so that governments could be made aware of the emphases and objectives of programmes, and that the outputs of APEID programmes could be effective inputs to national programmes in the national interest.

e) The strengthening of the infrastructure of the NDG (and also ACs) was considered a country responsibility. There is need for the NDGs and ACs to maintain an up-to-date database of information to ensure efficient communication. Furthermore, the need for a strong, permanent and distinct NDG secretariat was emphasized.

Regional Consultation Process

In addition to individual consultations with senior officials of the Governments during staff missions and senior officials' visits, UNESCO PROAP has, from the very beginning of APEID, convened every two years a Regional Consultation Meeting to enable all the participating Member States to exchange experiences, review past performances of APEID, and plan together for future directions and programmes of APEID. In addition, every alternate year, APEID is fully discussed at the sessions of the Advisory Committee on Regional Co-operation in Education in Asia and the Pacific.

At the regional level, therefore, the RCM plays a very significant role. It is the forum where the national policy-makers meet to design the Programme. Problems are identified, priorities are established and a review and evaluation of the Programme are done. The RCM does for the region what the NDG is expected to do in each country. Hence in the APEID framework, the RCM is central. The principle of the Member States fully participating in planning, design, implementation and evaluation of APEID has continuously and rigorously been maintained.

The 1990 Twelfth RCM was of the view that task-oriented groups and grouping of Member States facing similar problems would be appropriate means of providing mechanisms for consultation, in addition to the regular RCM and consultations in the context of programmes.

Asian Centre of Educational Innovation for Development (ACEID)

The 1971 Chiang Mai Seminar's recommendation that a "Regional Centre" be set up was endorsed by the General Conference of UNESCO at its 17th session in 1972. Resolution 1.211 of that session stated as follows:

> *"The Director-General is authorized to continue and to strengthen a group of activities designed to promote the widespread use of modern media, methods and techniques in order to extend and improve both school and out-of-school educational systems, and to that end:*
>
> *(a) .....*
>
> *(b) ..... to encourage and disseminate innovations, in particular by* creating a centre, attached to the Regional Office for Education, Bangkok, *to be responsible for stimulating and encouraging educational innovation through a network of national institutions and in close co-operation with the international bodies constituted by Member States of the region and pursuing similar objectives;*
>
> *(c) ....."*

Thus ACEID was established as an integral part of UNESCO PROAP. It functions as an interdisciplinary task force with the special function of facilitating inter-country co-operative actions, serving as a catalytic agent for stimulating innovations in the Member States, identifying gaps and growth-points in national efforts, developing information materials and promoting exchange of educational expertise and experiences.

The first RCM stated:

> *ACEID's roles were seen as including those of continuous study, review, evaluation and synthesis ... The question of how innovations originally arose and succeeded or failed would need continuous study .... ACEID will have three principal roles: the first would be promotional, to encourage innovation; the second would be to co-ordinate innovative activities within the region so as to avoid unnecessary duplications; the third role envisaged is that of filling gaps, providing the missing links in the national efforts at innovation."*

Recommended Measures for Strengthening APEID'S Institutional Framework

The participants were of the view that APEID was a model of international co-operation, which enables Member States to plan their own future, and that its impact is much more significant than the money invested.

Endorsing the recommendations made by the Twelfth Regional Consultation Meeting on APEID (1990), the Thirteenth RCM further emphasized measures to be taken in order to enhance the efficiency and

effectiveness of the various components of the APEID instrumentalities, as follows:

1. *Relating to APEID Associated Centres* (ACs)

   a) Based on the recommendation of the Twelfth RCM that the NDGs undertake a review of each Associated Centre at least once every five years, particularly at the change of one cycle to another so as to ensure the relevance of the ACs' work to the priority areas of the APEID cycle, ACEID is to write to the NDGs requesting them to review and reconsider which of their centres are to be retained, which are to be withdrawn, and whether new ones are to be admitted, keeping in mind that for functional purposes, the number of centres need to be kept to a minimum. It is to be recalled that the three major programme areas of APEID for 1992-1996 are:

      i) Universal primary education, focused on girls, the disadvantaged and disabled (UPE);

      ii) Reorientation and qualitative improvement of secondary education (RSE); and

      iii) Science and technology education within the framework of Science for All (STE).

      In this connection, it may be mentioned that certain areas closely related to the above three, such as curriculum development, teacher education, educational research and technology, may also be considered.

   b) For ready reference, the criteria to guide the NDGs in the selection of Associated Centres, as agreed upon by the Twelfth RCM, are:

      i) the mandate provided to them by the authorities to consider and deal with problems of educational development;

      ii) the basic information facilities;

      iii) the staff resources which enable an institution to undertake such functions as research, training, materials preparation, extension;

      iv) the credibility that the institutions have developed in respect of the quality and worthiness of their work.

c) Member States are urged, through the NDGs, to form a network of Associated Centres, or consortia, within the country. The members of the network can disseminate news and information to a wider group of institutions associated with them without the need for all of them to become APEID Associated Centres.

d) The desirability of direct communciation between PROAP/ACEID and the NDGs and Associated Centres was discussed. Since the established channel of communication between UNESCO and the Member States is the National Commissions for UNESCO, the matter could be raised at the forthcoming Regional Meeting of National Commissions for UNESCO, to be held in Australia in December 1992.

e) The monitoring and evaluation of the work of Associated Centres are recommended, both by the NDGs at the country level and by PROAP/ACEID at the regional level, so that appropriate actions may be taken to strengthen the APEID network.

2. *Relating to the National Development Groups* (NDGs)

a) It was emphasized that the major role of an NDG is to encourage, promote and support innovations in education, not merely at the regional level, but more so at the national and sub-national levels.

b) The question of statutory status being given to NDGs was raised in order to enhance their effectiveness, and, in some cases, to enable them to have a permanent secretariat and some funding, which would ensure continuity of APEID's work in the country, was raised.

c) In some countries, NDGs have not yet been set up.PROAP/ACEID would contact those countries urging them to do so. In others, measures are to be taken to revitalize the NDGs as may be necessary.

d) It has been found useful to hold meetings of an NDG regularly, and as often as possible. Some NDGs make arrangements so that Associated Centres take turns hosting an NDG meeting. This may solve the problem of funding for hosting, and also enable other Associated Centres to visit and study the work of the host centre, on site.

e) In two countries, the "continuity" aspect of the work is ensured by having a member of the National Commission for UNESCO as the Chairperson of the NDG. In so doing, the complementarity and close consultation between the NDG and the National Commission are maintained.

3. *Relating to the regional consultation process*

a) The RCM should continue to be convened by UNESCO PROAP every two years. As a matter of principle, funding required for an RCM should be fully available from UNESCO's Regular Programme budget, and not partly dependent on supplementary funding from extra-budgetary resources which is not always guaranteed.

b) It would be desirable also to hold sub-regional consultation meetings.

c) PROAP/ACEID should explore the possibility of holding RCMs in other countries.

d) It would be preferable to select a few countries to present innovations and give more time to discuss these.

e) Reports on the work of Associated Centres may be presented at the RCM.

4. *Relating to ACEID*

a) Deep concern was expressed by several participants at the depletion of the ACEID staff. In spite of the fact that the Chief of ACEID's post is to be filled soon, the RCM urged that UNESCO make its utmost effort to strengthen the staffing position of ACEID within the shortest possible time and preferably within the next few weeks, so as to ensure that ACEID is able to carry the very heavy load of work assigned to it, as the co-ordinating secretariat of APEID.

b) In addition to disseminating information and documentation through the NDGs and APEID Associated Centres, ACEID should also disseminate information to the major dissemination networks in the member countries. It should also use the UNESCO Headquarters' system for the purpose.

c) ACEID may arrange for consultancy services to Member States at less cost than other international agencies.

B. Modalities of APEID

Currently the modalities of APEID take the form of:

1. *Co-operative programme development*

   a) Regional meetings, technical working groups, expert groups and seminars for joint planning and exploration of problems leading to training workshops and other activities; study groups for analysis of current situations, for evaluation of a completed series of activities, for development of instructional and resource materials, and for preparing handbooks or designs for implementing activities;

   b) Joint innovative projects to generate knowledge base and tools for design, monitoring and evaluation for promoting research-based innovations.

2. *Inter-country exchange of experiences and expertise*

   a) Inter-project and inter-country study visits for on-the-spot study of selected innovative projects and sharing and critical assessment of experiences in innovation;

   b) Project studies by senior personnel and seminars on common problems and issues, and development of areas of co-operative action;

   c) Field operational seminars, i.e., visits by teams of project staff from different countries, followed by seminars;

   d) Participation as resource persons of the staff of one Associated Centre at training workshops, project design, evaluation exercises, etc., organized by another Associated Centre.

3. *Personnel development and training*

   a) Training workshops for development of specific skills;

   b) Mobile training teams, which combine study visits by national experts with in-country training activities in order to meet specific training needs;

   c) Attachments for training of staff of one Associated Centre with projects at another Associated Centre.

4. *Information service*

   a) Studies and publications;

   b) Exchange and dissemination of information and materials;

c) Technical papers;

d) Audio-visual materials.

Recommendations on Existing Modalities

a) Efforts should be made to involve NGOs in APEID activities.

b) Considering that current modalities serve mostly professionals within the countries, APEID should promote pilot studies which can have impact at the grassroots level.

c) APEID should promote policy-oriented research.

d) Current modalities may be more precisely defined and more carefully structured so as to further facilitate the selection and participation of appropriate personnel. Member States must ensure that the most suitable persons are nominated to participate in APEID activities.

e) Exchange of information would be facilitated if Member States produce a larger number of copies of documents perhaps with assistance from other agencies.

f) In view of resource constraints, every effort must be made to pool human and financial resources, and ensure cost-effectiveness. The Joint Innovative Project modality is widely endorsed as a major mode of operation of APEID. Also the possibility of launching medium-term projects, for which it should be possible to guarantee funds, should be explored.

Proposed New Modality

Thematic Sub-groupings and APEID Resource Centres

The participants' attention was drawn to the fact that in view of the consistent increase in PROAP's responsibilities, resource constraints, and the availability of expertise in several Member States in the region,the Advisory Committee on Regional Co-operation in Education in Asia and the Pacific, at its sixth session in 1991, suggested a new modality of a partnership between PROAP and "Centres of Excellence". At the same time thematic sub-groupings of countries were also suggested, for which the "Centres of Excellence" could serve as focal centres.

The RCM was of the view that APEID, with its well developed and functioning network of Associated Centres, can operationalize the above concept in a concrete manner. In fact the modality may not even be termed a "new" modality, but rather an enrichment of the existing modality towards moving the operations of APEID closer to its original aims of national and regional self-reliance, co-operation and reciprocity for mutual learning and development.

The thematic sub-groupings would be specially for thematic, task-oriented or issue-oriented purposes, and hence not necessarily on a mechanically geographical basis.

With the growth and empowerment of the Member States, facilitated by more than 18 years of service by APEID, the level of self-sufficiency and commitment to innovation of ACs in several countries in the region are adequately high to be able to shoulder additional regional responsibilities for regional co-operation, in many areas of educational innovation for development. Such ACs are very likely to be accepted well in this role by other Member States in the region.

The major attributes of the proposed modality of using Resource Centres of Educational Innovation for Development (RCEID), a term likely to be more appropriate than Centres of Excellence, would be as follows:

a) The major thrust of the mechanism remains educational innovation for development.

b) The RCEIDs would be expected to assist in developing corresponding RCEIDs in other countries, as well as similar resource centres within the country.

c) The RCEIDs would contain an institutionalized regional wing, integrally associated with its national wing, with specific regional functions to be assigned to it. RCEIDs, could for example, serve as focal centres for thematic sub-groupings, mobilizing for this purpose their own experience and extertise, and that of other national institutions and other regional experiences. They could arrange advisory and technical services to institutions on request and with funding from PROAP/ACEID when available, provide facilities for training of personnel, collect information and data on innovative techniques and disseminate them to other Member States and promote exploratory studies, pilot experiments and comparative studies.

d) The RCEIDs would maintain close contacts and consultations with PROAP/ACEID in designing, developing, implementing and evaluating programmes and activities annually.

e) Certain thematic programmes/activities would be entrusted to the RCEIDs by PROAP/ACEID through contractual arrangements, or to other member institutions within that particular thematic sub-grouping.

This modality may be considered as a devolution of regional responsibility to national institutions. The concept of RCEIDs would enrich the APEID framework, and expand the dimension of APEID's operation.

Apart from considering national APEID Associated Centres as RCEIDs, it should also be noted that there are APEID Associated Centres which are not national but regional in their scope of work, such as the Asia Pacific Institute for Broadcasting Development (AIBD), the SEAMEO Regional Centre for Educational Innovation and Technology (INNOTECH), the SEAMEO Regional Centre for Education in Science and Mathematics (RECSAM) and the Institute of Education, University of the South Pacific. The Meeting agreed that these regional institutions could also be considered as some of the proposed RCEIDs.

Comments on the New Modality

a) The RCM supported the proposed new modality in principle. Details on how the modality will be implemented in concrete form remain to be worked out.

b) The idea of regional centres being designated RCEIDs is acceptable, provided that the activities undertaken by them are clearly indicated as being carried out within the APEID framework, and on behalf of APEID.

ANNEXES

Annex I

AGENDA

1. Inaugural session
2. Election of Officers of the Meeting
3. Overall review of APEID programmes and activities in the fourth programming cycle, 1987-1991
4. Discussion on the UNDP-commissioned report entitled "Regional Programme on Basic Education for the Fifth Cycle" dated 13 March 1992
5. Current major educational innovations as strategies for promotion and improvement of (a) universal primary education; (b) secondary education; (c) science and technology education, and criteria for assessment of innovative programmes in terms of wider application
6. Review of the institutional framework of APEID, i.e., APEID Associated Centres (ACs), National Development Groups (NDGs), and regional consultation process, and APEID's modalities of action, to enhance the effectiveness of APEID
7. Consideration and adoption of the draft report
8. Closing session

Annex II

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Turkey	Prof. Dr. Ziya Bursalioglu, Member of Administrative Council UNC, Co-ordinator of the APEID Group in Turkey, Faculty of Educational Sciences, Department of Educational Administration and Planning, Cebeci-Ankara

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Annex II

UNESCO PRINCIPAL REGIONAL OFFICE FOR ASIA AND THE PACIFIC (PROAP)

Mr. Hedayat Ahmed, Director

Mr. Prem K. Kasaju, Acting Head of ACEID and Specialist in Developmental Research in Education, ACEID

Ms. Lucille C. Gregorio, Specialist in Science and Technology Education, ACEID

Ms. Charatsri Vajrabhaya, Programme Specialist in Educational Innovation, ACEID

Ms. Merja Sundberg, Specialist in Administrative and Financial Management of Extra-budgetary Projects

Mr. Arto Laamanen, Associate Expert in Special Education, ACEID

Mr. Kiichi Oyasu, Associate Expert in Developmental Research in Primary Education, ACEID

UNESCO, HEADQUARTERS

Mr. Andri Isaksson, Principal Director, Division for the Renovation of Educational Curricula and Structures (ED/ECS), UNESCO, Paris

Annex III

ADDRESSES

Statement of Mr. Hedayat Ahmed, Director, UNESCO PROAP, at the inaugural session of the Thirteenth Regional Consultation Meeting on APEID, Jomtien, 22 June 1992

Excellencies,
Distinguished Participants,
Resource Persons and Observers,
Ladies and Gentlemen,

On behalf of Mr. Federico Mayor, Director-General of UNESCO, and my colleagues at the UNESCO Principal Regional Office for Asia and the Pacific, I welcome you all to the Thirteenth Regional Consultation Meeting on the Asia and Pacific Programme of Educational Innovation for Development, widely known by its acronym APEID.

We were hoping that His Excellency the Minister of Education of Thailand would be able to accept our invitation to give an inaugural address. However, due to the pressing duties of the State, he regrets that he cannot be here personally. He has instead given us a message which the distinguished participant from Thailand will read out on behalf of the Minister.

Most of us are aware that among the various regional programmes of UNESCO, APEID has the distinction of being the most reviewed and evaluated. The reviews and assessments have stressed the importance of the programme which has been recognized as a forerunner of the concepts and forms of a networking mechanism for regional co-operation in education.

The regional consultations have always been an important event in the development of APEID. It is the way the Programme is developed, kept under review and readjusted. It takes stock of the developments in education in the Member States, and makes an in-depth study of the emerging concerns of the participating countries.

Underlying this consultation process is what we consider as fundamental to APEID, namely, full involvement and participation of the countries in the programming process, full recognition of the problems and

their characteristics as they are to be found in the countries, and full and equal partnership in the pooling of efforts to deal with the problems of common concern.

The present Consultation Meeting's agenda reflects the overall review, readjustment and development of APEID.

Firstly, this Thirteenth Regional Consultation Meeting will be considering an overall review of APEID supported under various funding sources during the Fourth Programme Cycle (1987-1991). This will enable ACEID to plan and elaborate priority programme actions and modalities of APEID, particularly for the current biennium within the framework of the recommendations of the Twelfth Regional Consultation and Programme Development Meeting on APEID held in August 1990 in Chiang Mai, Thailand.

Secondly, the participants will be sharing with each other experiences on selected major ongoing educational innovations in their respective countries. The main purpose of this exercise would be to bring to the fore and highlight the significant and effective innovations in meeting the educational needs emerging in the Member States. We hope that the sharing of experiences focused on the very philosophy and core of APEID will help unfold the practical operational problems and the prospects and promises of educational innovations - how and in what ways educational innovations germinate, come to fruition, and extend to benefit on larger scale the programmes and population groups encompassed and served by the educational programmes in the Member States.

Thirdly, and most importantly, the Consultation Meeting is invited to examine and review the various functions and roles of the different important components of the APEID mechanism, namely, the Regional Consultation Meeting (RCM) and, in particular, the National Development Groups for Educational Innovation (NDGs); the Associated Centres of APEID in the Member States, and the Asian Centre of Educational Innovation for Development (ACEID). The Meeting may also examine the appropriateness and usefulness of various modalities of APEID's work and suggest specific strategies for streamlining and strengthening those.

The Member States have nurtured and provided sustained support to APEID since its inception in 1973. Today, there are 29 Member States participating in the Programme,with an inter-country network of 199 Associated Centres (ACs). Through these years, APEID has demonstrated and established itself as a very successful model of regional co-operation for the promotion of educational innovations for development in this region. My colleagues and I look forward to benefiting from your insights and guidance for further reinforcing and strengthening this important programme.

It is our earnest hope that by pooling and sharing the intellectual resources and concrete experiences of this region in searching for innovative ideas and strategies to tackle educational problems, we will continue to develop and strengthen mutual learning, strong partnership and self-reliance, leading towards providing quality education for all.

May I avail of this opportunity to renew our grateful thanks to all the Member States for their co-operation and support in this inter-country co-operative programme, and also to the countries which have contributed financially to the Programme, making it possible for the participating Associated Centres to undertake a wide range of educational activities.

Thank you.

Inaugural Address of Dr. Kowit Pravalpruk Deputy Director-General, Curriculum and Instruction Development Department on behalf of H.E. Dr. Kaw Swasdi-Panich Minister of Education, Thailand

The Director of PROAP, Dr. Hedayat Ahmed,
Mr. Isaksson, Dr. Prem Kasaju,
Distinguished Delegates and Observers, UNESCO staff,
Ladies and Gentlemen,

H.E. Dr. Kaw Swasdi-Panich, Minister of Education, has asked me to convey his apologies for not being able to attend this Meeting today due to an extraordinary session of the Parliament. He has requested me to say a few words on his behalf.

It is a pleasure to note that there are so many education experts who have found it expedient to attend this Meeting, and that APEID's supporting organizations are taking this opportunity to consider APEID's programmes. I am also delighted to see that UNESCO's interest in this project is being maintained even after many long years of its implementation.

We in Thailand are highly appreciative of APEID approaches to learning. Most noteworthy is the shift in the learning structure, from a content-oriented approach to a process-oriented approach, and from quantity to quality.

Having schools built and teachers upgraded does not necessarily guarantee that learners will gain the maximum benefit or be able to respond most effectively to their needs and interests. Universal basic education must also stimulate attitudes to acquire knowledge among learners so that life itself becomes a process of continuing education.

This is what I believe APEID is doing, and what it must continue to do, especially in programme areas concerning girls, the disadvantaged and disabled, that is, those formerly left out who must learn to play a full part in society if the nation is to enjoy the full meaning of development.

In this regard, APEID has enabled learning materials which prove to be more appropriate to be produced in rural communities, with greater emphasis on out-of-school youth and workplace learning experience. To support these activities, UNDP could consider increasing its support for education in relation to the world of work communities.

While development has come to mean increased material comfort, this can only come with the ability to enter the modern employment stream equipped with the educational tools necessary for survival. APEID has been particularly successful, and welcomed, in the area of science and technology education, which has become an urgently needed programme in the last ten years. As part of the Thai Ministry of Education's effort to develop the system and approach to science and technology education, APEID has proven itself invaluable, and will doubtless receive renewed interest from all agencies promoting education for development.

Finally, in closing, I would like to extend the thanks of the Thai Government and the Ministry of Education to UNDP, UNESCO, and the Japanese Funds-in-Trust for the encouragement and financial support that they have given to APEID's programmes. I hope that this Meeting will enable everyone to see new positive aspects of APEID as well as its continued benefits.

At this auspicious moment, on behalf of H.E. Minister of Education, may I declare open the Thirteenth Regional Consultation Meeting on the Asia and Pacific Programme of Educational Innovation for Development.

Thank you.

Annex IV

LIST OF MAJOR INNOVATIVE PROJECTS/PROGRAMMES IN THE ASIA AND PACIFIC REGION

I. Universal Primary Education

1. Original Schools Curriculum Materials Project (ASCMP) (Australia)
2. Universal Primary Education through Compulsory Primary education (Bangladesh)
3. New Approach to Primary Education (NAPE) (Bhutan)
4. Joint Innovative Project (JIP) on Raising Achievement Level of Children in Primary Education (China)
5. Centrally-sponsored Innovative Scheme of Operation Blackboard (India)
6. Active Learning and Professional Support System (ALPS) (Indonesia)
7. Determinants of Educational Attrition (Indonesia)
8. Distance Education and the Open School System (Indonesia)
9. Development of Basic Education and Productive Activities in Primary Schools (Lao PDR)
10. Self-Access Learning (SAL) of English Language (Malaysia)
11. Children's Festival (Malaysia)
12. On-site Teacher Education Programme (Maldives)
13. The SETI Education for Rural Development Project (Nepal)
14. Home Language and Culture (New Zealand)
15. Innovative Management of Rural Small Elementary Schools in Korea: Integration Policy (Rep. of Korea)
16. Continuous Assessment and Progression System (CAPS) (Union of Myanmar)
17. Tok Dles Skuls as an Innovation (Papua New Guinea)
18. Parent Learning Support System (PLSS) (Philippines)

19. Mass Transportation in Primary Education (Turkey)
20. Eight-year Compulsory Primary Education (Turkey)

II. Secondary Education

1. Defining a Set of Employment-Related Key Competencies (Australia)
2. Reorientation and Qualitative Improvement of Secondary Education through Curriculum Renewal (Bangladesh)
3. Joint Innovative Project (JIP) on Qualitative Improvement of Secondary Education (China)
4. The Introduction of the Fiji School Learning Certificate Examination Course (Fiji)
5. Open School System (India)
6. Quality and Efficiency of Vocational and Technical Education (Indonesia)
7. Introduction of Work Education, Technical and Vocational Skills into the General Education Programme of Lower and Upper Secondary Education (Lao PDR)
8. Living Skills as a Subject in the New Integrated Secondary School Curriculum (ISSC) (Malaysia)
9. Quality Improvement of the Teaching-Learning Process Through Subject Teacher Committee (Maldives)
10. Emphasis on Values Education (Malaysia)
11. The New Zealand Curriculum Framework. The National Curriculum Statements. The National Qualification Frameworks. Other Initiatives: Units of Learning; Training Opportunities Programmes (New Zealand)
12. Vocationalization of Secondary Education - Restructuring the High School System to Meet the Industrial Demands (Rep. of Korea)
13. The Secondary Education Development Programme (Philippines)
14. Course and Credit System in Secondary Education (Turkey)

III. Science and Technology Education

1. AEC National Collaborative Education Communications Corporation (Australia)

2. Science Education in Lower Secondary and Secondary Stages (Bangladesh)
3. Qualitative Improvement of Education and Particularly the Higher Technical Education through Science Education (DPR Korea)
4. Computer Literacy and Studies in Schools (India)
5. Calibrated Item-Banking System (Indonesia)
6. Developing Creativity and Skill of Talented Students (Indonesia)
7. Engineering Technology (Malaysia)
8. Introduction of Fisheries Science as a Subject in the Lower Secondary Schools (Maldives)
9. The Secondary Science Education Project (Nepal)
10. Databases in Maori and Polynesian Language. Continuing Education Database On-Line Project. Accreditation of Prior Learning (New Zealand)
11. 'Radio Science' Interactive Radio Instruction in Primary Science (Papua New Guinea)
12. Reinforcement Plan for School Computer Education (Rep. of Korea)
13. Training Programmes for Science and Mathematics Teachers (Philippines)
14. Contest of Research Projects for High School Students (Turkey)

IV. Comprehensive Innovations

1. Education Reform on: (i) Transition to a Learning System; (ii) Principle of Putting More Emphasis on Individuality; and (iii) Coping with Various Changes in Society through:
   a) Revision of the Course of Study;
   b) Restructuring of Upper Secondary Education;
   c) Improvement and Promotion of International Understanding Education;
   d) Promotion of Information Education;
   e) Upgrading of Quality and Capacity of Teachers;
   f) Start of a Five-days-a-week School System;
   g) Promotion of Lifelong Education (Japan)

V. General Innovations

1. Distance Education System (Union of Myanmar)
2. Non-Formal Education (Union of Myanmar)
3. Quality Improvement through Curriculum Development (Thailand)
4. The Renovation of Education in Vietnam (Soc. Rep. of Viet Nam)

The Asia and Pacific Programme of Educational Innovation for Development (APEID) has as its primary goal to contribute to the building of national capabilities for undertaking educational innovations linked to the problems of national development, thereby improving the quality of the people in the Member States.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through nearly 200 national centres which they have associated for this purpose with APEID.

The 29 Member States participating in APEID are Afghanistan, Australia, Bangladesh, Bhutan, China, Democratic People's Republic of Korea, Fiji, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Mongolia, Myanmar, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Socialist Republic of Viet Nam, Sri Lanka, Thailand, Tonga, Turkey and Union of Soviet Socialist Republics.

Each country has set up a National Development Group (NDG) to identify and support educational innovations for development within the country and facilitate exchange between countries.

The Asian Centre of Educational Innovation for Development (ACEID), an integral part of the UNESCO Principal Regional Office for Asia and the Pacific in Bangkok, co-ordinates the activities under APEID and assists the Associated Centres (AC) in carrying them out.

In the fifth cycle of APEID (1992-1996), three major programme areas have been selected by the Member States at the Twelfth Regional Consultation Meeting on APEID (August 1990) for the purpose of concentration. These are:

1. Universal primary education
2. Reorientation and qualitative improvement of secondary education (including general education and technical/vocational education)
3. Science and technology education (including Science for All, mathematics, and information processing).